



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

CURRICULUM DESIGNS

MOVEMENT AND CREATIVE ACTIVITIES

GRADE 1, 2 & 3

FOR LEARNERS WITH HEARING IMPAIRMENT

MAY 2017

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FOREWORD

The Basic Education Curriculum Framework (BECF) outlines the vision and mission for the curriculum reforms. The Vision of the curriculum reforms is to develop “an engaged, an empowered and ethical citizen “while the mission is to “to nurture the potential of every learner”.

The framework adopts a Competency Based Curriculum and has identified seven core competences, namely; communication and collaboration, critical thinking and problem solving, creativity and imagination, citizenship, digital literacy, learning to learn, and self-efficacy. It provides a variety of opportunities for identification and nurturing of learner’s potentials and talents in preparation for life and the world of work. It is geared towards making learning enjoyable.

The curriculum designs are developed to enable implementation of the Basic Education Curriculum Framework. The design contains the National Goals of Education, outlines the Early Years Education (EYE), subject general and specific learning outcomes. It also suggests a variety of learning experiences, assessment, resources and links the topics to values, Pertinent and Contemporary Issues (PCI) and to other subjects.

It is my hope that all educators in Early Years Education level will anchor their delivery of Basic and Teacher education on these Curriculum Designs.

FRED MATIANGI, PhD, EGH
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National Goals of Education

The Framework will be anchored on the National Goals of Education.

Education in Kenya should:

1. Foster nationalism, patriotism, and promote national unity

Kenya's people belong to different communities, races and religions and should be able to live and interact as one people. Education should enable the learner acquire a sense of nationhood and patriotism. It should also promote peace and harmonious co-existence.

2. Promote social, economic, technological and industrial needs for national development

Education should prepare the learner to play an effective and productive role in the nation.

a) Social Needs

Education should instil social and adaptive skills in the learner for effective participation in the family, community, national, regional and international development.

b) Economic Needs

Education should prepare a learner with requisite competences that support a modern and independent growing economy. This should translate into high standards of living for every individual.

c) Technological and Industrial Needs

Education should develop in the learner necessary competences for technological and industrial development for the nation in tandem with global trends.

3. Promote individual development and self-fulfilment

Education should provide opportunities for the learner to develop to the fullest potential. This includes development of one's interests, talents and character for positive contribution to the society.

4 Promote sound moral and religious values

Education should promote acquisition of national values as enshrined in the Kenya Constitution. It should be geared towards developing a self-disciplined and ethical citizen with sound moral and religious values.

5. Promote social equity and responsibility

Education should promote social equity and responsibility. It should provide inclusive and equitable access to quality and differentiated education; including for learners with special educational needs and disabilities. Education should also provide the learner with opportunities to develop and practice shared responsibility and accountability through community service learning.

6. Promote respect for and development of Kenya's rich and varied cultures

Education should instill in the learner appreciation of Kenya's rich and diverse cultural heritage. The learner should value own and respect other people's culture as well as embrace positive cultural practices in a dynamic society.

7. Promote international consciousness and foster positive attitudes towards other nations

Kenya is part of the interdependent network of diverse peoples and nations. Education should empower the learner to respect, appreciate and participate in the opportunities within the international community. Education should also enable the learner to operate within the international community with full knowledge of the obligations, responsibilities, rights and benefits that this membership entails.

8. Promote positive attitudes towards good health and environmental protection

Education should inculcate in the learner the value of physical and psycho-social well-being for self and others. It should promote environmental preservation and conservation, including animal welfare, for sustainable development.

Core Competencies for Basic Education

Communication and Collaboration

Communication is the act of transferring information from one place to another, whether vocally, visually, or non-verbally. The discipline of communication focuses on how people use messages to generate meanings within and across various contexts, cultures, channels, and media. The discipline promotes the effective and ethical practice of human communication.

Spitzberg (1988) defines communication competence as the ability to interact well with others in terms of accuracy, clarity, comprehensibility, coherence, expertise, effectiveness and appropriateness. On the other hand Friedrich (1994) suggests that communication competence is best understood as "a situational ability to set realistic and appropriate goals and to maximize their achievement by using knowledge of self, other, context, and communication theory to generate adaptive communication performances."

In this respect, it can be argued that being able to communicate effectively as intended is the most important of all life skills. How well information can be transmitted and received is a measure of how good our communication skills are. Developing communication skills helps in all aspects of an individual's life.

Parks (1985) maintains that communicative competence can effectively be measured by determining if, and to what degree, the goals of interaction are achieved. He emphasizes three interdependent themes: control, responsibility, and foresight; and argues that to be competent, learners must not only 'know' and 'know how,' but rather they must also 'do' and 'know that we did'. He defines communicative competence as the degree to which individuals perceive they have satisfied their goals in a given social context without jeopardizing their ability or opportunity to pursue their other subjectively more important goals.

A useful framework for understanding communication competence was designed by Spitzberg and Cupach (1984). They propose a model that can be used to understand communication referred to as the component model of competence. The model asserts that communication competence is mutually defined by the interdependency of the cognitive component (concerned with knowledge and understanding), the behavioural component (concerned with behavioural skills), and the affective component (concerned with attitudes and feelings about the knowledge and behaviours) by interactions in an interpersonal encounter within a specific context.

This then implies that education at each level should endeavour to enhance the learner's acquisition of effective communication skills through which they can interact and express themselves during the learning process. In this respect, it would be prudent to be cautious when deciding on the language to be used as a medium of instruction at the early year's education level. It is also important to take cognizance of appropriate modes of communication for learners with special educational needs.

Collaboration is the process of two or more people or organizations working together to realize shared goals. Collaboration may require leadership, although this can be social within decentralized or egalitarian groups or teams that work collaboratively in relation to gaining greater resources, recognition and motivation. Strategies for effective communication enhance the attainment of greater collaboration among groups that ultimately increase the success of teams as they engage in collaborative problem solving. Collaboration is also present in opposing goals exhibiting the notion of adversarial collaboration, though this is not a common case for using the word. Collaborative learning is a system in which two or more people co-operate in a learning experience to share and contribute to each member's understanding of a topic and to complete a given task. Collaborative learning is designed to help learners learn from each other and can be an important aspect of the school curriculum. Lesson plans for collaborative learning may vary greatly. Sometimes teachers will build a lesson designed specifically to teach collaborative learning and teamwork. There are many team building games and activities that can be done in a classroom that force learners to work together to complete a task. Other collaborative learning exercises are designed around a particular school subject. For instance, in a speech class, a teacher might put learners up into teams and have them work together to make a presentation on a subject together. In this scenario, learners can learn just as much as if they were developing a presentation on their own, but they get the added benefit of learning how to collaborate.

Self-efficacy

Self-efficacy is a person's belief about his or her capabilities to perform tasks or assignments that can change and transform his or her life. It determines how the person feels, thinks, behaves and motivates themselves. Self-efficacy has the potential to determine four major processes namely cognitive, motivational, affective and selection processes.

A strong sense of self-efficacy enhances a learner's accomplishment and personal well-being in many ways. Learners with high assurance in their capabilities approach difficult tasks as challenges to be mastered, rather than as threats to be avoided. Self-efficacy fosters intrinsic interest and deep engrossment in activities. Learners set themselves challenging goals and maintain a strong commitment to them.

Self-efficacy as a competence will enable learners to develop and nurture intra-personal skills and values such as self-awareness, self-esteem, confidence and personal integrity. These competencies will enhance the learner's ability to heighten and sustain efforts in the face of failure and effectively manage stressful situations. A learner with a strong sense of self-efficacy will be courageous and bold enough to set and pursue personal educational, family, community, entrepreneurial, professional, and career goals in all forms of employment that will lead to personal accomplishment (British Council, 2016). An efficacious learner will be aware of the resources at their disposal and will take personal responsibility for the use, care, management, protection and preservation of these resources.

A learner with strong self-efficacy will be internally motivated to establish and maintain healthy interpersonal relationships. They will demonstrate interpersonal relationship skills such as assertiveness, empathy, effective communication, negotiation skills, non-violent

conflict resolution skills and peer pressure resistance skills. Creative and critical thinking that leads to effective decision making and problem solving is based on a strong sense of self-efficacy (British Council, 2016). Capacity building of teachers and parental engagement are two crucial factors that would determine acquisition of self-efficacy. The school will be expected to provide opportunities for parents to be empowered and engaged in the affairs and welfare of their children's education.

Critical Thinking and Problem Solving

An important outcome of quality education is teaching learners how to think critically. The British Council (2015) identifies three types of thinking: reasoning, making judgements, and problem solving. It is possible for learners to reason in an uncritical way. When learners are empowered with critical thinking, they avoid being subjective, and use logic and evidence to arrive at conclusions. Critical thinking also facilitates exploring new ways of doing things and learner autonomy. Learners learn that for every issue there are multiple perspectives that they can explore, rather than a rigid recall and regurgitation of information.

Critical thinking is important for lifelong learning. It helps learners to have an open mind and be ready to listen and appreciate information and opinions that may sometimes conflict with their earlier held beliefs and positions. Critical thinking and problem solving are useful for learners of all ages and in all the subjects and disciplines offered in the basic education curriculum. For example, in the sciences learners need to think critically about observations and patterns to develop ideas on how to solve problems. These competencies are also important for solving problems in their lives and communities, and will ultimately help them to fulfil their potential, which is the vision for the basic education curriculum. This will contribute to addressing the unemployment challenge in Kenya.

Critical thinking and problem solving will be developed through age appropriate activities and programmes in the school curriculum. For example, at pre-primary school level learners can be asked to come up with the best ways of using and keeping their books, stationery and other personal items safe. At the other end of the basic education spectrum, learners can be asked to come up with the best ways of addressing the challenge of scarce resources such as water in the school and community.

Creativity and Imagination

Creativity and imagination refers to the ability to form new images and sensations in the mind, and to turn them into reality (British Council, 2016). It is the ability to imagine things that are not real, to form pictures in the mind of things that one has not seen or experienced, and turn those pictures into real things. It also refers to the act or power of forming mental images of things that are not present to the senses, or that are never wholly perceived in reality, and creating physical representations of those images. Imagination only exists or happens in the mind, and it remains in the mind. Creativity and imagination on the other hand, is characterized by the ability to perceive the world in new ways, to find hidden patterns, to make connections between seemingly unrelated phenomena, and

to generate solutions. It is a phenomenon whereby something new and valuable is formed.

In educational terms, creativity and imagination refers to the ability of learners and their teachers to form images and ideas in their minds, and turn them into real, visible creations. Learners who are imaginative and creative are able to make life interesting for themselves and others around them. They are able to use the knowledge, skills and values acquired in the learning process to create new ideas that result in products that add value to their lives and to the lives of others around them. The competence based curriculum recognizes this hidden ability in learners. It will therefore, inspire learners' imagination by presenting knowledge in ways that encourage learners to think as individuals. It will create scenarios that help learners to engage in imagination and encourage them to develop creations steered by the imagination. Their ability to imagine will be stretched through exposure to challenging situations that help to expand their thinking and creativity skills. The curriculum will also create room for innovative ways of teaching as well as creating an environment conducive to learning that offers all learners opportunities to explore their full potential in and through creativity and imagination.

Citizenship

Historically, human beings have always formed communities based on a shared identity. Such identities are forged in response to a variety of human needs, which might be economic, political, religious or social. As group identities grow stronger, those who hold them in commonality with others organize themselves into communities, articulate their shared values, and build governance structures to support their beliefs. The individuals in these communities identify themselves as citizens.

Citizenship is the state of being vested with the rights, privileges, and duties of a citizen. It creates a sense of belonging and attachment to one's nation. A sense of citizenship helps to equip young people to deal with situations of conflict and controversy knowledgeably and tolerantly. They are able to understand the consequences of their actions, and those of the adults around them.

Global citizenship is a way of living which recognizes that our world is an increasingly complex web of connections and interdependencies. One in which our choices and actions may have repercussions for people and communities locally, nationally or internationally. It nurtures personal respect and respect for others, wherever they live. It encourages individuals to think deeply and critically about what is equitable and just, and what will minimize harm to our planet.

Digital Literacy

Digital literacy can be described as having the knowledge, skills and behaviours which are necessary to effectively and safely use a wide range of digital content and devices. Such devices include mobile phones, smart phones, tablets, laptops and desktops among

others. All these fall within the category of network enabled devices. Digital literacy focuses mainly on network enabled devices and should not be confused with computer literacy skills. However, traditional forms of literacy and computer literacy are enhancers in the acquisition of digital literacy skills.

Individuals are presumed to be digitally literate if they possess a broad range of digital skills and knowledge, and have a basic understanding of the potential uses of computing devices. Digital literacy skills also include being able to use computer communication networks, being able to engage in online communication and social networks, being aware of and adhering to ethical behaviour protocols, being aware of societal issues raised through digital media, and being able to search, evaluate and use information channelled through digital platforms. Furthermore, the digital literate individual should also have the ability to safely and securely use technology while being able to assess the nature of the information acquired in order to support and enhance the environment (British Council, 2015). Digital literacy as a competence therefore encompasses knowledge and skills concerning the appropriate application of a variety of hardware platforms such as computers, tablets and mobile devices, and their software including but not limited to web search or internet application software. Digital literacy is a dynamic competence due to the fast-changing world of information communication technology and the ongoing development of technological devices as well as their related software. This is an area in which there is constant innovation and development as the industry attempts to keep up with a globally increasing demand for efficient and effective communication technologies.. Currently, digital literacy is considered as one of the main core competencies for learning and life in the 21st century. It challenges existing thinking and practice while leading to a more innovative, creative and often transformational learning.

Learning to Learn

Learning is a continuous process that begins at birth and continues until death; it is the process through which we use our experience to deal with new situations and to develop relationships. As a concept, it involves far more than thinking as it incorporates the whole personality – senses, feelings, intuition, beliefs, values and will. If we do not have the will to learn, we will not learn and if we have learned, we are actually changed in some way. If the learning makes no difference it can have very little significance beyond being random ideas that float through our consciousness.

Learning to learn is the ability to pursue and persist in learning, to organise one's own learning by the effective management of time and information, both individually and in groups. This competence includes awareness of one's learning process and needs, identifying available opportunities, and the ability to overcome obstacles in order to learn successfully. This competence means gaining, processing and assimilating new knowledge and skills as well as seeking and making use of guidance. Learning to learn helps learners to build on prior learning and life experiences in order to use and apply knowledge and skills in a variety of contexts. There are four pillars of learning: Learning to know, learning to do, learning to be and learning

Learning Outcomes for Early Years Education

By the end of early years' education, the learner should be able to:

1. Demonstrate basic literacy and numeracy skills for learning.
2. Communicate appropriately using verbal and/or non-verbal modes in a variety of contexts.
3. Demonstrate appropriate etiquette in social relationships.
4. Apply creativity and critical thinking skills in problem solving.
5. Explore the immediate environment for learning and enjoyment.
6. Practice hygiene, nutrition, sanitation, safety skills to promote health and wellbeing.
7. Demonstrate the acquisition of emotional, physical, spiritual, aesthetic and moral development for balanced living.
8. Demonstrate appreciation of the country's rich and diverse cultural heritage for harmonious co-existence.
9. Apply digital literacy skills for learning and enjoyment.

GRADE 1

ART AND MOVEMENT LOWER GRADES HI

Strand	Sub-Strand Time:35 Mins	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
1.0 Drawing (2 lessons)	1.1 Line	<p>By the end of sub strand the learner should be able to:</p> <ul style="list-style-type: none"> a) Sign different types of lines and identify their characteristics. (k) b) Create a variety of lines using different media and surfaces. (s) c) Appreciate use of lines in the environment. (a) 	<ul style="list-style-type: none"> • Learner could demonstrate types and characteristics of lines on objects experiment with crayon and charcoal in drawing varied lines. • Learner could be taken for environmental walk and or digital tour to sign types and characteristics of lines on objects e.g. straight lines, thick and thin lines, wavy lines, zigzag lines, curved lines etc. • Explore ICT drawing tools to draw varied lines. • Appreciate different types of lines and their characteristics in the environmental and theme. characteristics in the environment • Use lines to draw human and animal forms. • Learners display, observe and sign about their own and others' work. 	<ol style="list-style-type: none"> 1. How do we sign types of lines and their characteristics in the environment? 2. How do we draw different types of lines? 3. Do you like using charcoal or crayon when drawing?

<p>Core-competence to be developed: Learner acquire Communication and collaboration in group work activities as they exchange ideas through observation and signing, Learner acquire imagination and creativity as they express themselves through charcoal and crayon media, Learner acquire self-efficacy as they express themselves about their artwork during display sessions, Learner acquire digital literacy as they draw lines using ICT drawing tools.</p>	
<p>Links to PCI's: Life skills –Learners develop self-esteem and awareness through display of their work and allowing them to express their feelings; ideas and emotions through observation and signing.</p>	<p>Links to Values: Learners develop values of kindness and love for one another as they works together.</p>
<p>Links to other subject(s): Language activities can undertake handwriting exercises in which a learner can use various lines in forming letters of the alphabet.</p>	<p>Suggested Community Service Learning: Learner can undertake watering of plants growing in the school compound as a way of reinforcing the value of care of plants as a resource that can be used in making colours.</p>
<p>Suggested Non-formal activity to support learning through application: Learner can grow plants in the school compound as a way of reinforcing the value of care of plants as a resource that can be used in making colours.</p>	<p>Suggested assessment: Observation, signed questions.</p>
<p>Suggested Resources: papers, charcoal sticks, crayons, ICT gadget.</p>	

Assessment Rubric			
Exceeds Expectations	Meets Expectations	Approaching Expectations	Below Expectations
<p>Learner is able to:</p> <ul style="list-style-type: none"> Identify different types of lines. Use crayons, charcoal and other materials in drawing different types of lines. Draw human and animal forms. Explore ICT in drawing different types of lines. Draw human and animal forms on ICT. 	<ul style="list-style-type: none"> Learner is able to identify different types of lines. Learner is able to use charcoal and crayons in drawing lines' Explore ICT in drawing different types of lines. Draw human and animals forms. 	<ul style="list-style-type: none"> Learner is able to identify difference types of lines. Learner is able to use charcoal and crayons in drawing lines. Has difficulty in drawing animal and human forms. Try to use ICT in drawing different types of lines. 	<ul style="list-style-type: none"> Learner is able to draw a few lines (straight and curved lines only). Learner is unable to use charcoal and crayons. Learner is unable to use ICT. Learner is unable to draw human and animal forms.

Strand	Sub-Strand Time:35 Mins	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
1.0 Drawing	1.2 Texture No. Of Lessons	By the end of the sub strand learner should be able to: a) Identify different types of texture. (k) b) Rubbing over smooth and rough texture e.g. tree barks, coins, wood floors, walls, furniture books and other surfaces (s) c) Appreciate texture of objects in their environment. (a)	<ul style="list-style-type: none"> • Learner could be taken for an environmental walk to experience different texture through touch. • Learner could be guided to rub over surfaces to create texture using crayons and charcoal. • Individually, learner to explore rubbing-over different textured surfaces and objects e.g. tree barks, coins, bricks, wood, floor etc. • Learners display, observe and sign about their own and others' work (sign what they like about the textural effects made on the paper). 	<ol style="list-style-type: none"> 1. How do we know if something is smooth or rough? 2. How do we create texture using crayons and charcoal? 3. How do we classify texture? 4. Are all things smooth? Are all things rough?
<p>Core-competence to be developed: Learners acquire Communication and collaboration as they exchange ideas in group work activities, Learners acquire Imagination and creativity as they express themselves through crayon and charcoal media, Learners acquire self-efficacy as they express themselves about their artwork during display sessions.</p>				
<p>Links to PCI's Learners develop self-esteem through display and discussions on their work and express their feelings; ideas and emotions through observation and signing, Financial literacy-Teacher to emphasise on the value of money as they sell their artwork.</p>			<p>Links to Values: Learners care for the plants as the pick parts of the plant to colour. Show kindness as they give their artwork as present to the sick.</p>	

Link to Other subject: Environmental activities	Suggested community Service Learning: Learners can undertake watering of plants growing in the school compound as a way of reinforcing the value of care of plants as a resource that can be used for textural drawing.
Suggested Non-formal activity to support learning through application: Learners can grow plants in the school compound as a resource that can be used for textural drawing.	Suggested Assessment: Questions, discussion on displayed items.
Suggested Resources: Papers, crayons, charcoal sticks, and different textured surfaces in the environment.	

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
<ul style="list-style-type: none"> • Learner is able to identify types of texture. • Learner is able to rub over surfaces using crayons and charcoal. • Learner is able to explore rube over different texture • Learner is able to use ICT to draw different textures on ICT gadget. 	<ul style="list-style-type: none"> • Learner is able to identify different types of texture. • Learner is able to rub over surfaces to create texture using crayons and charcoal. • Learner is able to explore rube over different textured surfaces. 	<ul style="list-style-type: none"> • Learner is able to identify types of texture. • Learner is not able to rub over surfaces to create texture using crayons and charcoal. • It is difficult in rubbing over different textured surfaces. 	<ul style="list-style-type: none"> • Learner has difficult in identifying types of texture. • Learner has difficult in rubbing over surfaces to create texture using crayons and charcoal.

Strands	Sub - Strands Time:35 Mins	Specific Learning Outcomes	Suggested Learning Experience	Key Inquiry Questions
1.0 Drawing	1.3 Shape No. Of Lessons	<p>By the end of the sub strands learner should be able to:</p> <p>a) Identify different types of shapes in the environment. (k)</p> <p>b) Draw different shapes using crayon and or charcoal. (s)</p> <p>c) Appreciate and have fun drawing different shapes from the environment. (a)</p>	<ul style="list-style-type: none"> • Learner could be taken for an environmental walk and or digital tour to identify different shapes. • Individually learner to draw different shapes from the environment e.g. cups, books, windows etc. using crayons and charcoal. • Individually, the learner to experiment with ICT tools to draw shapes. • Individually, the learner to display and discuss own and others' work using signs. 	<ol style="list-style-type: none"> 1. What shapes can you identify in the environment? 2. How do you draw shapes?
<p>Core-competence to be developed: Learners acquire communication and collaboration in group work activities as they exchange ideas through observation and signing, Learners acquire Imagination and creativity as they express themselves through crayon and charcoal media, Learners acquire self-efficacy as they express themselves about their artwork during display sessions, Learners to acquire digital literacy as they draw shapes using ICT.</p>				
<p>Links to PCI's: Learners develop self-esteem and awareness through display of their work and allowing them to express their feelings; ideas and emotions through observation on signing.</p>			<p>Link to values: Learners develop values of responsibility and sharing as they work in groups. Caring for plants as they water them.</p>	
<p>Links to other subject(s): Language activities, Mathematical activities and Environmental activities.</p>			<p>Suggested community Service Learning: Learners can undertake watering of plants growing in the school compound as a way of reinforcing the value of care of plants as a resource that can be used for making shapes.</p>	

<p>Suggested Non-formal activity to support learning: Learners can grow plants in the school compound as a way of reinforcing the value of care of plants as a resource that can be used for making shapes.</p>	<p>Suggested assessment: Questions and answers, assessment on displayed work.</p>
<p>Suggested Resources: Papers, crayons, parts of plants, ICT gadget.</p>	

Assessment Rubric

Exceeds Expectations	Meets Expectations	Approaching Expectations	Below Expectations
<ul style="list-style-type: none"> • Learner is able to draw different types of shapes. • Learner is able to draw using charcoal and crayons. • Learner is able to use ICT tools to draw different shapes. • Learner is able to use shapes on ICT to draw a house. 	<ul style="list-style-type: none"> • Learner is able to draw different types of shapes. • Learner is able to draw using charcoal and crayons. • Learner is able to use ICT tools to draw different shapes. 	<ul style="list-style-type: none"> • Learner is able to use ICT tools to draw different shapes. • Learner is able to use charcoal and crayons in drawing. • It is difficult in using ICT tools in drawing shapes. 	<ul style="list-style-type: none"> • Learner is able to identify only a few shapes. • It is difficult in using crayons and charcoal using crayons to draw shapes. • Is unable to use ICT.

Strand	Sub Strand Time:35 Min	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
2.0 Paint and Colour (5 Lessons)	2.1 Colour	By the end of the sub strand the learner should be able to: <ol style="list-style-type: none"> a) Sign name and identify primary colours. (k) b) Create secondary colours by mixing two primary colours. (s) c) Have fun and enjoyment as they paint. (a) d) Sign name materials that can be used to make improvised brushes. (k) e) Make simple brushes from local materials. (s) f) Appreciate materials used to make improvised brushes (a) 	<ul style="list-style-type: none"> • Learners to be guided to observe and sign name and identify primary colours through coloured sorting, colour objects, matching, use of coloured flash cards etc. • Individually learned could colour writing the outlines of geometric shapes (e.g. Triangles, circles, rectangles) using primary colours. • In groups learners to experiment with primary colours to create secondary colours. E.g. colour blow game, squishy colour bag etc. • Individually use paint expressively to interpret themes based on their experiences (playing best game, flowers, cars, etc). • Learners could be guided to identify and sign name materials used for making improvised brushes. • Learners could be guided to collect materials used for making improvised brushes e.g. sisal, pieces of cloth, sponge etc. • Make improvised brushes using the materials collected. • Explore types of brushes using digital media. • Experience a sense of accomplishment in making an improvised brush. • Learner to display, observe and sign their own and others work. 	<ol style="list-style-type: none"> 1. What are the sign names of primary colours? 2. What are the sign names of secondary colours? 3. What materials can be used to make improvised brushes? 4. Which brushes do you like using? (improvised or bought)
<p>Core-competence to be developed: Learners acquire Communication and collaboration in group work activities as they exchange ideas through observation and signing, Learners can acquire critical thinking and problem solving as they sort and select materials for making brushes, Learners acquire Imagination and creativity as they express themselves through colouring of pictures, Learners acquire self-efficacy as they express themselves about their artwork during display sessions.</p>				

Links to PCI's: Learners develop self-esteem and awareness through display of their work and allowing them to express their feelings; ideas and emotions through signing, Teacher to emphasis on safety when learners are extracting colour from flowers or leaves (some can have toxic properties).	Link to values: Learners develop values of sharing, responsibility and caring as they work in groups.
Links to other subject(s): Environmental activities to teach on harmful plants that learners should avoid touching.	Suggested Community Service Learning: Learners can undertake watering of plants growing in the school compound as a way of reinforcing the value of care of plants as a resource provided colouring matter. Learners can make brushes and donate to children homes to be used for painting activities.
Suggested Non-formal activity to support learning: Learners can undertake growing of plants in the school compound as a way of reinforcing the value of care of plants as a resource provided colouring matter.	Suggested Assessment: Observation, Portfolio
Suggested Resources: Papers, pencils, powder paints, improvised brushes.	

Assessment Rubric

Exceeds Expectations	Meets Expectations	Approaching Expectations	Below Expectations
<ul style="list-style-type: none"> Learner is able to sign names of primary and secondary colours. Learner is able to identify colours through colour sorting. Learner is able to mix two primary colours to get secondary colours. Learner is able to name materials used in making improvised objects. Learner is able to sign tertiary colours black and white) 	<ul style="list-style-type: none"> Learner is able to identify primary and secondary colours by observing and signing. Learner is able to identify colours through sorting. Learner is able to mix two primary colours. Learner is able to name materials used in making improvised brushes. 	<ul style="list-style-type: none"> Learner is able to identify primary colours but has difficulty in signing secondary colours. Learner has difficult in sorting colours. Learner has difficult in mixing primary colours. 	<ul style="list-style-type: none"> Learner has difficulty in identify names of colours through signing both primary and secondary. Learner has difficult in mixing colours.

Strand	Sub –strand Time:35 Min	Suggested Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question
3.0 Pattern Making (6 lessons)	Line patterns	By the end of the sub strand the learner should be able to: a) Identify types of patterns in the environment and in digital media. (k) b) Use lines to create patterns in colour. (s) c) Use digital tools to create patterns in colour with lines. (s) d) Appreciate linear patterns in the environment. (a)	<ul style="list-style-type: none"> • Learner could be guided to identify types of patterns in the environment and in digital media through observing and signing. • Learner to create patterns using lines in colour. • Learner could use digital tools to create patterns in colour. • Learner display their patterns, and appreciate own and others' patterns thus experiencing a sense of accomplishment in creating patterns. 	<ol style="list-style-type: none"> 1. Where do we find patterns? 2. What patterns do you like? 3. How do you create patterns?
<p>Core-competence to be developed: Learners acquire Communication and collaboration in group work activities as they exchange ideas through signing, Learners acquire Imagination and creativity as they express themselves through line patterns., Learners acquire self-efficacy as they express themselves about their artwork during display sessions, Learners to acquire digital literacy as they draw linear patterns using ICT.</p>				
<p>Links to PCI's: Learners develop self-esteem and awareness through display of their work and allowing them to express their feelings; ideas and emotions through observation and signing.</p>			<p>Link to Values: Learners to develop values of caring and responsibility.</p>	
<p>Links to other subject(s): Environmental activities, Mathematical activities</p>			<p>Suggested community Service Learning: Plant flowers using linear patterns to beautify their environment.</p>	
<p>Suggested Non formal Activity to support learning: Plant flowers in their environment.</p>			<p>Suggested assessment: Observation, Portfolio, Questions</p>	
<p>Suggested Resources:Papers, pencils, ICT gadget.</p>				

Assessment Rubric

Exceeds Expectations	Meets Expectations	Approaching Expectations	Below Expectations
<ul style="list-style-type: none">• Learner is able to create pattern using lines in colours.• Learner is able to use digital tools to create linear patterns in colour.• Learner is able to use the linear patterns to create pictures on ICT eg land forms (ocean, clouds).	<ul style="list-style-type: none">• Learner is able to identify different patterns.• Learner is able to create patterns using lines in colour.• Learner is able to use digital tools to create linear patterns in colour.	<ul style="list-style-type: none">• Learner is able to identify different patterns.• Learner has difficulty in creating patterns using lines in colour.• Learner has difficulty in using tools in ICT to create linear patterns in colour.	<ul style="list-style-type: none">• Learners has difficulties in identifying different patterns.• Learner has difficult in creating patterns.• Learner has difficulties to use digital tools to create linear patterns in colour.

Strand	Sub stand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
3.0 Pattern Making No. of Lessons	3.2 Dot patterns	By the end of the sub strand the learner should be able to: a) Identify different types of dots in the environment and in the digital media. (k) b) Use dots to create patterns in colour. (s) c) Use digital tools to create patterns in colour with dots. (s) d) Appreciate the dot patterns in creativity. (a)	<ul style="list-style-type: none"> Learner could be guided to identify types of dots in the environment. Learner to create patterns in colour. Learner could use digital tools to create dot patterns in colour. Learner to display and observe own and others' work to express ideas, feelings and emotions through signing. 	<ol style="list-style-type: none"> What is a dot? Where do we find dots? How do you create patterns with dots?
Core-competence to be developed: Communication and collaboration in group work activities as they exchange ideas through observation and signing, Imagination and creativity as they express themselves through colouring of pictures, self-efficacy as they express themselves about their artwork during display sessions, digital literacy as they create dotted patterns using ICT.				
Links to PCI's: Learners develop self-esteem and awareness through display of their work and allowing them to express their feelings; ideas and emotions through signing.			Link to Values: Learners develop values of respect and responsibility as they work together in groups.	
Links to other subject(s): Language activities, Mathematic activities			Suggested Community Service Learning: Learner decorate (put dots) in their face to perform a traditional dance for entertainment in the community.	
Suggested Non-formal activity to support learning: Learner decorate (put dots) in their face to perform a traditional dance for entertainment in a function.			Suggested assessment: Observation, Signed Oral Questions, Portfolio	
Suggested Resources: Papers, pencils, ICT gadget.				

Assessment Rubric

Exceeds Expectations	Meets Expectations	Approaching Expectations	Below Expectations
Learner is able to identify different dots in the environment.	Learner is able to identify different types of dots.	Learner is able to identify different types of dots in the environment.	Learner is able to identify only a few dots in the environment.
Learner is able to create patterns in colour using dots.	Learner is able to create patterns in colour using dots.	Learner has difficulties in creating patterns using dots in colour.	Learner has difficulty in creating pattern using dots in colour.
Learner is able to use digital tools to create patterns in colour. Learner is able to join dots to create a picture of an animal human or form.	Learner is able to use digital tools to create dot patterns in colour.	Learner has difficulty in using digital tools to create dot patterns in colour.	Learner has difficulty in using different tools to create dot patterns in colour.

Strand	Sub stand Time:35min	Specific learning outcomes (KSA)	Suggested learning experiences	Key inquiry question(s)
3.0 Making Patterns No. Of Lessons	3.3 Shapes (organic and inorganic) patterns	By the end of the sub strand the learner should be able to: a) Identify organic and inorganic shapes. (k) b) Use shapes to create patterns in colour. (s) c) Use digital tools to create pattern in colour using shapes. (s) d) Create patterns with shapes for enjoyment. (a)	<ul style="list-style-type: none"> • Learner could be guided to identify types of shapes in the environment and in digital media. • Learner to use shapes to create patterns in colour. • Learner to use digital tools to create patterns in colour. • Learners to display and observe about own and others work to express ideas, feelings and emotions through signing. 	<ol style="list-style-type: none"> 1. What are organic and inorganic shapes? 2. How do you create patterns using organic and inorganic shapes?
<p>Core-competence to be developed: Communication and collaboration in group work activities as he/she exchange ideas, Imagination and creativity as he/she express him/herself through colouring of pictures, -efficacy as he/she express him/herself about their artwork during display sessions., literacy as he/she create inorganic and organic shapes patterns using ICT</p>				
<p>Links to PCI's: Learners develop self-esteem and awareness through display/observe he/she work and allowing him/herself to express him/her feelings; ideas and emotions through signing.</p>			<p>Link to Values: Learners develop values of responsibility and caring as the work together in groups.</p>	
<p>Links to other subject(s): Mathematical activities, Language activities, Environmental activities</p>			<p>Suggested community Service Learning: Learner to make Christmas and greeting cards to send to their parents and friends.</p>	
<p>Suggested Non formal Activity to support learning: Learners form a club of making cards.</p>			<p>Suggested assessment: Observation,Signed Oral Questions, Portfolio</p>	
<p>Suggested Resources: Papers, pencils, ICT gadget</p>				

Exceeds Expectations	Meets Expectations	Approaching Expectations	Below Expectations
<ul style="list-style-type: none"> • Identify organic and inorganic shapes. • Use shapes to create unique patterns in colour. • Use digital tools to create unique pattern in colour using shapes. 	<ul style="list-style-type: none"> • Identify organic and inorganic shapes. • Use shapes to create patterns in colour. • Use digital tools to create pattern in colour using shapes. 	<ul style="list-style-type: none"> • Have challenges in identifying organic and inorganic shapes. • Have challenges in using shapes to create patterns in colour. • Have challenges in using digital tools to create pattern in colour using shapes. 	<ul style="list-style-type: none"> • Unable to identify organic and inorganic shapes. • Unable to use shapes to create patterns in colour. • Unable to use digital tools to create pattern in colour using shapes.

Strand	Sub stand Time:35Min	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
3.0 Pattern Making No. of Lessons	3.4 Numeral patterns	By the end of the sub strand the learner should be able to: a) Identify numbers in the environment. (k) b) Use numerals to create patterns in colour. (s) c) Use digital tools to create pattern in colour using numbers. (s) d) Create patterns with numbers for fun and enjoyment. (a)	<ul style="list-style-type: none"> • Learners should be guided to identify numbers in the environment and in digital media. • Learner to use number to create patterns in colour. • Learner to use digital tools to create patterns in colour. • Learner to display and observe about own and others work to express ideas, feelings and emotions through signing. 	<ol style="list-style-type: none"> 1. Where can we see numbers used around us? 2. How do you create patterns using numbers?
<p>Core-competence to be developed: Communication and collaboration in group work activities as he/she exchange ideas, Imagination and creativity as he/she express him/herself through numeral patterns, self-efficacy as he/she express him/herself about their artwork during display sessions, digital literacy as he/she create numeral patterns using ICT.</p>				
<p>Links to PCI's: Learner engage in problem solving and creativity</p>			<p>Link to Values: Learners acquire values of kindness and responsibility as they work together in groups.</p>	
<p>Links to other subject(s): This activity will serve to enhance the concept of numbers taught in Mathematics activities</p>			<p>Suggested community Service Learning: Learner to use the numeral patterns to design simple cards for identified needs e.g. get well cards, birthday, sorry cards, thank you cards etc and take to orphanages, prisons and hospitals and senior citizens home, friends, parents etc.</p>	
<p>Suggested community Service Learning. Learner guided in forming a club of making cards.</p>			<p>Suggested assessment: Observation, Portfolio</p>	
<p>Suggested Resources: Coloured media, paper, and ICT gadget.</p>				

Assessment Rubrics

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
<p>Learner:</p> <ul style="list-style-type: none"> • Identify numbers in the environment and in digital materials. • Use numerals to create unique patterns in colour. • Use digital tools to create unique pattern in colour using numbers. • Support others in pattern making. 	<p>Learner able to:</p> <ul style="list-style-type: none"> • Identify numbers in the environment. • Use numerals to create patterns in colour. • Use digital tools to create pattern in colour using numbers. 	<p>Learner have challenges in:</p> <ul style="list-style-type: none"> • Identifying numbers in the environment. • Using numerals to create patterns in colour. • Using digital tools to create pattern in colour using numbers. 	<p>Learner:</p> <ul style="list-style-type: none"> • Unable to identify numbers in the environment. • Unable to use numerals to create patterns in colour. • Unable to use digital tools to create pattern in colour using numbers.

Strand	Sub-Strand Time: 35min	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
4.0 Paper Craft (6 lessons)	4.1 Folding Technique	By the end of the sub strand the learner should be able to: a) Identify and sign name types of folding methods used in paper craft. (k) b) Create a decoration using folding technique of paper craft. (s) c) Appreciate and develop a sense of achievement as they make paper craft decorations by folding technique through signing.	<ul style="list-style-type: none"> • Learners could be taken for environmental walk and or digital tour on different types of paper craft decorations made using folding technique. • Learner to sign different types of paper craft decorations made using different folding methods. • Learner to create decorations using different folding methods to develop a sense of confidence. • Freely express themselves and gain a sense of accomplishment as they make decorations by folding technique. • Display, observe and sign about own and others work. 	<ol style="list-style-type: none"> 1. What type of decorations do we use during celebrations? 2. What materials do we use in paper craft? 3. How do we fold paper to make a decoration?
Core Competences to be developed: Imagination and creativity as he/she fold paper to create decorations, Self-efficacy as he/she develop a sense of achievement as he/she make decorations.				
Link to PCI: Life skills: learner to develop self-esteem and awareness through display and observation of own work.			Link to Values: Learners develop values of responsibility and respect as they work together.	
Link to other subjects: Language Activities (on names of holidays and celebrations) and Religious Activities (on Religious celebrations and holidays)			Suggested Community Service Learning: Learning could create cards with folding and technique decorations to be used during religious (e.g. Easter Holidays and other celebrations).	
Suggested Non formal Activity to support learning: Learners could be guided in forming clubs of making cards			Suggested assessment: Observation, Portfolio	
Suggested resources: Assorted Paper, Cutting tools, Rulers, Adhesives, ICT gadgets.				

Assessment Rubric

Exceeds Expectations	Meets Expectations	Approaching Expectations	Below Expectations
<ul style="list-style-type: none"> • Learner is able to identify and sign name types of folding methods used in paper craft. • Learner is able to create decorations using folding technique in paper craft. • Learner is able to create cards and use them commonly to generate income for the school by selling them out to supermarkets and the community. 	<ul style="list-style-type: none"> • Learner is able to identify and sign name types of folding methods used in paper craft. • Learner is able to create decorations using folding technique of paper craft. 	<ul style="list-style-type: none"> • Learner is able to sign some types of folding methods used in paper craft. • Learner is able to create some decorations using folding technique. 	<ul style="list-style-type: none"> • Learner has difficulties in signing types of folding techniques used in paper craft. • Learner has difficulties in creating decorations using folding technique in paper craft.

Strand	Sub-Strand Time: 35min	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
4.0 Paper Craft	4.2 Twisting Technique No. of Lessons	By the end of the sub strand the learner should be able to: a) Identify and sign name types of twisting methods used in paper craft. (k) b) Create a decoration using twisting technique of paper craft. (s) c) Have fun and develop a sense of achievement as they make paper craft decoration by various twisting methods. (a)	<ul style="list-style-type: none"> • Learner could be taken for an environmental walk and or digital tour on different types of paper craft decorations made using twisting technique. • Learner to sign different twisting methods of making paper craft decorations. • Learner to create a decoration using different twisting methods to develop a sense of confidence. • Freely express self and gain a sense of accomplishment as they make decorations by twisting technique of paper. • Learner to display, observe and sign about own and others work. 	<ol style="list-style-type: none"> 1. What type of decorations do we use during celebrations? 2. What materials do we use in paper craft? 3. How do we twist paper to make a decoration?
Core Competences to be developed: Imagination and creativity; make decorations using twisting techniques, Self-efficacy is enhanced by their sense of accomplishment in making decorations using paper craft.				
Link to PCIs: Self-esteem and awareness through display and expressing their feelings about their work through signing.			Link to values: Learners develop values of responsibility and caring.	
Link to other subjects: Religious activities and Language activities			Suggested Community Service Learning: Learners could create decorations for their places of worship and other places for use during holidays and celebrations.	
Suggested Non formal Activity to support learning: Learners guided in forming card making club.			Suggested assessment: <ul style="list-style-type: none"> • Observation • Signed Oral Questions • Portfolio 	
Suggested resources: Assorted Paper, Cutting tools, Rulers, Adhesives, ICT gadgets.				

Assessment Rubrics

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
<ul style="list-style-type: none"> • Learner is identified as sign name types of twisting techniques used in paper craft. • Learner is able to create decorations using twisting technique is paper craft • Learner is able to create decorations for commercial purposes and be invited in weddings and other ceremonies to decorate events. 	<ul style="list-style-type: none"> • Learner is able to identify and sign name types of twisting techniques used in paper craft • Learner is able to create decorations using twisting techniques in paper craft. 	<ul style="list-style-type: none"> • Learner is able to identify as sign name some type of twisting techniques used in paper craft. • Learner is able to create some decoration using twisting technique. 	<ul style="list-style-type: none"> • Learner has difficulties in sign naming types of twisting techniques used in paper craft. • Learner has difficulty to create some decorations using the twisting technique

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
4.0 Paper Craft	4.3 Rolling Technique	<p>By the end of the sub strand the learner should be able to:</p> <p>a) Identify and sign name types of rolling methods used in paper craft. (k)</p> <p>b) Create a decoration using rolling technique of paper craft. (s)</p> <p>c) Have fun and develop a sense of achievement as they make paper craft decorations through various rolling techniques. (a)</p>	<ul style="list-style-type: none"> • Learners could be taken for an environmental walk and or digital tour on different types of paper craft decorations using rolling technique. • Learner to create different rolling techniques of making paper craft decorations. • Individually, create a decoration using different rolling methods to develop a sense of confidence. • Express self and gain a sense of accomplishment as they make decorations by rolling technique of paper craft. • Learners to display, observe and sign about own and others work. 	<ol style="list-style-type: none"> 1. What type of decorations do we use during celebration? 2. What materials do we use in paper craft? 3. How do we roll paper to make a decoration?
<p>Core Competences to be developed:</p> <ul style="list-style-type: none"> • Learners will develop their imagination and creativity as they make decorations using rolling methods. • Learners' self-efficacy is enhanced by their sense of accomplishment in making decorations using paper craft. 				
<p>Link to PCI:</p> <ul style="list-style-type: none"> • Learners develop self-esteem and awareness through display of their work and allow them to express themselves through signing. 			<p>Link to Values:</p> <p>Learners develop values of responsibility and kindness as they work in groups.</p>	
<p>Link to other subjects:</p> <ul style="list-style-type: none"> • Religious Activities in naming and observing religious celebrations and 			<p>Suggested Community Service Learning:</p> <p>Learner could create decorations for his/her places of</p>	

holidays. <ul style="list-style-type: none"> • Language activities in naming religious celebrations. 	worship and other places in the community during holidays and celebrations.
Suggested Non formal Activity to support learning: Learners guided in forming clubs for card making.	Suggested assessment: <ul style="list-style-type: none"> • Observation • Portfolio
Suggested resources: <ul style="list-style-type: none"> • Assorted Paper, Cutting tools, Rulers, Adhesives, ICT gadgets. 	

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
<ul style="list-style-type: none"> • Learner is able to identify and sign name types of rolling techniques used in paper craft. • Learner is able to create a decoration using rolling technique in paper craft. • Learner is able to make beautiful decorations and sell them to generate income for himself and the school. 	<ul style="list-style-type: none"> • Learner is able to identify and sign name types of rolling techniques used in paper craft. • Learner is able to create a decoration using rolling technique in paper craft. 	<ul style="list-style-type: none"> • Learner is able to identify and sign name some types of folding methods used in paper craft. • Learner is able to create some rolling techniques used in paper craft. 	<ul style="list-style-type: none"> • Learner is not able to identify and sign name types of rolling techniques used in paper craft. • Learner has difficulty in creating decorations using the rolling techniques.

TERM TWO

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
Mounting Techniques	Mosaic (3 lessons)	By the end of the sub strand a learner should be able to: <ul style="list-style-type: none"> Identify and sign name different types of material that can be used to create mosaic. (k) Create simple pictures in mosaic using locally available materials. (s) Have fun while creating simple pictures in mosaic. (a) 	<ul style="list-style-type: none"> Learner could be taken for environmental walks to collect materials that can be used to create mosaic e.g natural materials (stones / pebbles, dried fallen leaves), papers, small plastics etc. Learner to sign name collected items and sharing out some materials for those with fewer items. Learner to create simple pictures using mosaic technique. Learners to display, observe and sign about their own and others work. 	<ol style="list-style-type: none"> What is a mosaic picture? How do we identify materials used to create mosaic? How do we create mosaic? What materials are easy to work with when making a mosaic picture?
Core Competencies to be developed: <ul style="list-style-type: none"> Learner will acquire communication and collaboration when going out in groups to collect the materials. Learner will acquire imagination and creativity as they choose the material to use in mosaic techniques. 				
Links to PCIs and values: <ul style="list-style-type: none"> Learner to develop self esteem and awareness through display of their work and allowing them to express their ideas through signing. The teacher to emphasize on sharing as a value through signing. 			Link to Values: Learners to develop values of kindness and responsibility as they work in groups.	
Links to other subjects: Environmental activities when they collect degradable and / or non-degradable materials from the environment for use.			Suggested Community Service Learning: Learners to engage in collecting materials (especially non degradable) in the community as a way of keeping the community clean. They can sort them in order to get the ones that	

	can be used in mosaic techniques.
Suggested Non formal Activity to support learning: Learners guided in forming a club for making wall hangings.	Suggested assessment: <ul style="list-style-type: none"> • Observation • Portfolio
Suggested Resources: Adhesives, paper, stones, beads, leaves, pebbles, small plastics, cutting tools.	

Assessment Rubric:

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
<ul style="list-style-type: none"> • Learner is able to identify and sign name different types of materials used in creating a mosaic picture. • Learner is able to create simple mosaic pictures. • Learner is able to make mosaic pictures for income generation for the school and personal gain. 	<ul style="list-style-type: none"> • Learner is able to identify and sign name different types of materials that can be used to create mosaic. • Learner is able to create simple mosaic pictures. 	<ul style="list-style-type: none"> • Learner is able to identify and sign name some names of types of materials used in creating mosaic pictures. • Learner is able to create a simple mosaic picture but the sticking of materials is not well done. 	<ul style="list-style-type: none"> • Learner is able to sign name a few materials used in creating a mosaic picture. • Learner has difficulty in creating a simple mosaic picture.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
4.0 Decorating forms (6 lessons)	6.1 Decorating containers with coloured paper	By the end of the sub strand the learner should be able to: a). Sign name decorated containers (bottles, cups, vases etc) from print/electronic media. (k) b). Identify by signing and collect decorated paper that can be used to decorate containers with coloured paper. (s) c). Have fun and enjoy experimenting with coloured paper to decorate containers. (a)	<ul style="list-style-type: none"> • Learner could sign name the electronic/print media to identify decorated containers (bottles, cups, vases). • Learner could identify and collect coloured paper from the environment that can be used to decorate containers. • Learner to experiment with coloured paper to decorate containers. • Learners to display, observe and sign about their work and that of others. 	<ol style="list-style-type: none"> 1. What kind of adhesive could be used when decorating forms with papers? 2. Where do we get coloured paper?
Core Competencies to be developed: <ul style="list-style-type: none"> • Learner will acquire communication and collaboration skills while exploring classroom learning centers and class group discussion through signs and materials collected for decorating containers. • Learner will be imaginative and creative while decorating containers. 				
Links to PCIs and values: <ul style="list-style-type: none"> • Learner develops self esteem and awareness through display of their work and allowing them to express their ideas through signing. 			Link to Values: Learners develop values of sharing and appreciating each other's work as they work in groups and display their items.	
Links to other subjects: <ul style="list-style-type: none"> • Environmental activities e.g drawing objects eg houses, birds etc. 			Suggested Community Service Learning: Learners to draw on the outside their classroom wall for decoration.	
Suggested Non formal Activity to support learning: Learners guided in forming clubs for developing wall hangings and cards.			Suggested assessment: <ul style="list-style-type: none"> • Observation • Portfolio 	
Suggested Resources: Bottles, cups, vases, print, electronic media, coloured paper, adhesives.				

Assessment Rubrics

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
<p>Learner:</p> <ul style="list-style-type: none"> • Sign name decorated containers (bottles, cups, vases etc) from print/electronic media. • Identify by signing and collect many decorated paper that can be used to decorate containers with coloured paper. 	<p>Learner able to:</p> <ul style="list-style-type: none"> • Sign name decorated containers (bottles, cups, vases etc) from print/electronic media. • Identify by signing and collect decorated paper that can be used to decorate containers with coloured paper. 	<p>learner have challenges in:</p> <ul style="list-style-type: none"> • Signing name decorated containers (bottles, cups, vases etc) from print/electronic media. • Identifying by signing and collect decorated paper that can be used to decorate containers with coloured paper. 	<p>learner unble to:</p> <ul style="list-style-type: none"> • Sign name decorated containers (bottles, cups, vases etc) from print/electronic media. • Identify by signing and collect decorated paper that can be used to decorate containers with coloured paper.

Strand	Sub-Strand	General Learning Outcome	Suggested Learning Experiences	Key Inquiry Questions
7.0 Fabric Decoration (4 lessons)	7.1 Painting on fabric	<p>By the end of the sub strand the learner should be able to:</p> <p>a) Identify locally available media to paint on cloth. (k)</p> <p>b) Use fingers and locally available media to paint on cloth. (s)</p> <p>c) Develop self-confidence and a sense of achievement as they use fingers and locally available media to paint on cloth. (a)</p>	<ul style="list-style-type: none"> • Learners could be taken for environmental walk to identify and sign name locally available media to paint on cloth. • Learner to sign name locally available media used for painting on cloth. • Learner to collect locally available media and paint on cloth. • Display, observe and sign about own and others painting. 	<ol style="list-style-type: none"> 1. What materials are used for painting on cloth? 2. How do we paint on cloth?

Core Competence to be developed: Communication and collaboration as he/she work together to identify locally available media to paint on cloth.	
Link to PCI's: <ul style="list-style-type: none"> Learners will acquire environmental awareness as they take walks to identify locally available media for painting. Learner safety to be emphasized through as they sign, improvise locally available materials. 	Link to Values: Learners develop values of kindness and responsibility as they work in groups.
Links to other subjects: Language Activity area on names of colours.	Suggested community service learning Teacher to help learners be aware of their safety as they identify locally available media for painting.
Suggested Non formal Activity to support learning through application: Learners guided in forming clubs of making wall hangings.	Suggested assessment: <ul style="list-style-type: none"> Observation Portfolio
Suggested Resources: Fabric, paint, fingers, water, containers, paper.	

Assessment Rubric:

Exceeding Expectation	Meeting expectations	Approaching expectations	Below expectations
<ul style="list-style-type: none"> Learner is able to identify by sing naming locally available mode used to paint on fabric. Learner is able is use improvised brush to paint on fabric using different locally available materials. Learner is able to paint on fabric and design his/her own motif independently. 	<ul style="list-style-type: none"> Learner is able to identify sign naming locally available mode used to pain on fabric. Learner is able is use improvised brush to paint on fabric. Learner is able to paint on a fabric. 	<ul style="list-style-type: none"> Learner is able to identity by signing some mode used to paint on fabric. Learner has difficulty in using improved brush to paint on fabric. 	<ul style="list-style-type: none"> Leaner can only sign name a few materials used to paint on fabric. Learner has difficulties to use improvised brush to paint on fabric.

TERM THREE

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
8.0 Sculpture (5 lessons)	8.1 Toys	By the end of the sub strand the learner should be able to: a) Sign name toys in the environment. (k) b) Sign name tools and materials for constructing and assembling simple toys. (k) c) Construct and assemble simple toys. (s) d) Have fun and enjoy as they construct and assemble simple toys. (a)	<ul style="list-style-type: none"> Learners could be taken to his/her class nature corner to observe toys Learner sign name tools and materials for constructing and assembling simple toys Learner to construct and assemble simple toys Learner to have fun and enjoyment as his/her construct and assemble simple toys Learner to display, observe and sign about own and others toys 	<ol style="list-style-type: none"> What toys are in class nature corner? What materials and tools are used for constructing and assembling toys? What are toys used for?
Core Competence to be developed: Imagination and creativity – learners design toys using locally available and found materials.				
Link to PCI's: Environmental education – learners appreciate his/her environment as a source of materials for constructing and assembling toys.			Links to values: Learners develop values of kindness and responsibility.	
Links to other subjects: <ul style="list-style-type: none"> Environment – re-using materials 			Suggested community service learning/non-formal activity to support learning through application: Learner be guide to be aware of safety as his/her construct and assemble simple toys Learner make toys and donate to children's homes	
Suggested Non formal Activity to support learning:			Suggested assessment: <ul style="list-style-type: none"> Observation Signed Oral Questions 	
Suggested Resources: Tins, bottle tops, banana stems, nails, hammer, nature corner, toys, tin ships cloth, needle and thread				
Assessment Rubric:				

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Assessment Rubrics

EXCEEDING EXPECTATIONS	MEETING EXPECTATIONS	APPROACHING EXPECTATIONS	BELOW EXPECTATIONS
Learner is able to identify by signing names of toys found in the environment	Learner is able to identify by signing names of toys in the environment	Learner is able to identify by signing names of some toys in the environment	Learner has difficulties in signing names of some toys found in the environment
Learner is able to sign tools used in constructing and assembling simple toys	Learner is able to use sign name tools used in constructing and assembling simple toys	Learner is able to sign name some tools used in constructing simple toys	Learner can sign only a few names of tools used in making toys
Learner is able to construct and assemble a simple toy	Learner is able to construct and assemble a simple toy	Learner has difficulty in assembling a simple toy	Learner has difficulties in assembling a simple toy
Learner is able to assemble a toy for commercial purposes to be used to generate income for the school and for himself			

STRAND	SUB-STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	KEY INQUIRY QUESTIONS
9.0 Weaving (5 lessons)	9.1 Check weave in three	By the end of the sub strand the learner should be able to:	<ul style="list-style-type: none"> Learner could be guided to check woven samples made using varied 	1. What materials are used in check

	colours	a). Learner check woven materials b). Sign name and identify the materials used in a check weave (K) c). Create a check weave in three colours using locally available materials eg papers, polythene papers, clothe etc (S) d). Express self through check weaving using local materials (A) through signing	materials <ul style="list-style-type: none"> • Learners could sign name and identify materials used in check weaving from the environment. • learners could be taken for environmental walks to collect coloured materials for weaving eg sisal, cotton straws, threads, wool yarn, fabric strips etc • Express self by experimenting and making small inventive pieces with the materials to create check weave in three contrasting colours through signing • Learner to display, observe and sign about their own and others work. 	weaving? 2. How can we weave using three colours?
Core Competence to be developed: <ul style="list-style-type: none"> • Learner will acquire communication and collaboration skills while on environmental walks and class group discussion on materials collected for weaving • Learner will be imaginative and creativity while weaving using three colours using the materials collected. • Learner will acquire self efficacy when expressing him/herself about their displayed artwork. 				
Link to PCI's: <ul style="list-style-type: none"> • Learner develop self esteem and awareness through display of their work and allowing them to express their ideas through signing • Learners develop life skills i.e in weaving • Emphasis on sharing as a value 		<ul style="list-style-type: none"> • Link to Values 		
Links to other subjects: <ul style="list-style-type: none"> • In environmental activities , the learner will be sensitized on re-using things that are thrown away • In language grammar activities, learners could name 			Suggested community service learning/non-formal activity to support learning through application: <ul style="list-style-type: none"> • Learners could be given a project to look for materials at home and with the aid of family and community members 	

	the colours found on objects in the environment	to weave functional articles that can be sold as a way of introducing financial literacy in relationship to creativity.
	Suggested Non formal Activity to support learning:	Suggested assessment: <ul style="list-style-type: none"> • Observation • Signed Oral Questions
	Suggested Resources: Raffia, grass, sisal, thread, wool, polythene papers etc	

Assessment Rubric:

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
<ul style="list-style-type: none"> • Learner is able to identify a check woven material • Learner is able to sign name materials used in check weaving • Learner is able to create a check weave in three constructing colours • Learner is able to create a check weave in more than three colours 	<ul style="list-style-type: none"> • Learner is able to identify check woven materials • Learner is able to sign name materials used in check weaving • Learner is able to create a check weave in three colours using locally available materials 	<ul style="list-style-type: none"> • Learner is able to identify some check woven materials • Learner is able to sign some materials used in check weaving • Learner has difficulty creating a check weave in three colours 	<ul style="list-style-type: none"> • Lerner has difficulty identifying check woven materials • Learner is able to identify a few materials used in check weaving • Learner is unable to create a check weave in three colours

STRAND	SUB-STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	KEY INQUIRY QUESTIONS				
9.0 Weaving	9.2 Plaiting a rope (3 lessons)	By the end of the sub strand the learner should be able to: <ol style="list-style-type: none"> Sign name and identify the materials used in plaiting from the environment, print and electronic media(K) Plait a rope(S) Enjoy and have fun while plaiting (A) 	<ul style="list-style-type: none"> Learner could sign name and identify the materials used in plaiting from the print media, electronic media and the environment learner could be taken for environmental walks to collect materials for plaiting eg sisal, cotton threads, wool yarn, fabric strips, straws etc Learner to collect materials as they share out Learner to plait a rope Learner to enjoy and have fun while plaiting a rope Learners to display, observe and sign about his/her own and others work. 	<ol style="list-style-type: none"> How do we identify materials used in plaiting? How do plait ropes? What is a rope? How is a rope used? What materials are used to make a rope? How is a rope made? 				
<p>Core Competence to be developed:</p> <ul style="list-style-type: none"> Learner will acquire communication and collaboration skills while on environmental walks and class group discussion on materials collected for plaiting a rope Learner will be imaginative and creative while plaiting a rope using the materials collected <table border="1" data-bbox="401 1079 1957 1412"> <tr> <td data-bbox="401 1079 1213 1344"> <p>Link to PCI's:</p> <ul style="list-style-type: none"> Learner develop self esteem and awareness through display of their work and allowing them to express their ideas Learners develop life skills ie on plaiting a rope Engage on sharing as a value </td> <td data-bbox="1218 1079 1957 1344"> <p>Link to Values:</p> </td> </tr> <tr> <td data-bbox="401 1347 1213 1412"> <p>Links to other subjects:</p> <ul style="list-style-type: none"> Environmental activities on recycling things that had </td> <td data-bbox="1218 1347 1957 1412"> <p>Suggested community service learning/non-formal activity to support learning through application:</p> </td> </tr> </table>					<p>Link to PCI's:</p> <ul style="list-style-type: none"> Learner develop self esteem and awareness through display of their work and allowing them to express their ideas Learners develop life skills ie on plaiting a rope Engage on sharing as a value 	<p>Link to Values:</p>	<p>Links to other subjects:</p> <ul style="list-style-type: none"> Environmental activities on recycling things that had 	<p>Suggested community service learning/non-formal activity to support learning through application:</p>
<p>Link to PCI's:</p> <ul style="list-style-type: none"> Learner develop self esteem and awareness through display of their work and allowing them to express their ideas Learners develop life skills ie on plaiting a rope Engage on sharing as a value 	<p>Link to Values:</p>							
<p>Links to other subjects:</p> <ul style="list-style-type: none"> Environmental activities on recycling things that had 	<p>Suggested community service learning/non-formal activity to support learning through application:</p>							

	been thrown away i.e the materials <ul style="list-style-type: none"> Language activities on naming the colours used in check weaving 	<ul style="list-style-type: none"> *Teacher to guide the learners in plaiting ropes for display in their classroom learning centres. Learner to plait ropes to be used at home
	Suggested Non formal Activity to support learning:	Suggested assessment: <ul style="list-style-type: none"> Observation
	Suggested Resources: Sisal, wool yarns fabric, straws, cotton threads etc	

Assessment Rubric:

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
<ul style="list-style-type: none"> Learner is able to sign name the materials used in plaiting Learner is able to plait a rope Learner is able to identify materials used in plaiting from print and electronic media Learner is able to plait a basket by joining several ropes 	<ul style="list-style-type: none"> Learner is able to sign name the materials used in plaiting a rope Learner is able to plait a rope Learner is able to identify materials used in plaiting a rope from print and electronic media 	<ul style="list-style-type: none"> Learner is able to sign name some materials used in plaiting Learner has difficulty in plaiting a rope Learner is unable to identify through signing materials used in plaiting from print media and electronic media 	<ul style="list-style-type: none"> Learner has difficulties in sign naming materials used in plaiting a rope Learner is unable to plait a rope

GRADE 2

STRAND	SUB-STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	KEY INQUIRY QUESTIONS
1.0 DRAWING	1.1 Forms (6 lessons)	By the end of the sub strand the learner should be able to: a). Identify forms in environment (k) b). Draw a variety of forms using coloured pencils (s) c). Draw a variety of forms using ICT tools (s) d). Appreciate forms found in the environment (a)	<ul style="list-style-type: none"> • learner could be taken for environmental walks and or digital tours to identify forms and sign • Learner to draw and caption a variety of forms observed using coloured pencils to express themselves • Learner to draw and caption a variety of forms observed using ICT tools for therapeutic purposes • Learner to sign name forms that they have observed in the environmental walks • Arouse curiosity about forms in the environment • Learner to display, observe and sign about own and others work 	<ol style="list-style-type: none"> 1. What types of forms are found in the environment? 2. Can you draw using a computer?
	<p>Core Competence to be developed:</p> <ul style="list-style-type: none"> • Imagination and creativity • Digital literacy 			
	<p>Link to PCI's:</p> <ul style="list-style-type: none"> • ESD and life skills – teacher to emphasise on care of the environment 		<ul style="list-style-type: none"> • Link to other Values: 	
	<p>Links to other subjects: Environmental activities</p>		<p>Suggested community service learning/non-formal activity to support learning through application: Create cards with the drawings e.g. sorry cards, birthday cards, thank you, Easter cards, get well cards</p>	

	Suggested Non formal Activity to support learning:	Suggested assessment: <ul style="list-style-type: none"> • Observation • Signed Oral Questions
	Suggested Resources: Coloured pencils, ICT tools, paper, pencils	

Assessment Rubric:

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
<ul style="list-style-type: none"> • Learner is able to identify forms in the environment • Learner is able to draw a variety of forms using coloured pencils • Learner is able to use ICT tools in drawing • Learner is able to draw on ICT tool and use colour to paint the drawing 	<ul style="list-style-type: none"> • Learner is able to identify by signing form in the environment • Learner is able to draw a variety of forms using coloured pencils • Learner is able to use ICT tools in drawing 	<ul style="list-style-type: none"> • Learner is able to identify by signing some forms found in the environment • Learner is able to draw some forms using coloured pencils • Learner has difficulty in drawing using ICT tools 	<ul style="list-style-type: none"> • Learner is able to sign a few forms found in the environment • Learner has difficulty in drawing forms using coloured pencils • Learner has difficulty in using ICT in drawing

STRAND	SUB-STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	KEY INQUIRY QUESTIONS
2.0 PATTERN MAKING (6 lessons)	2.1 TEXTURE	By the end of the sub strand the learner should be able to: a). Identify by signing different types of textures in the environment and their use in pattern making (k) b). Create patterns in colour using various textures (s) c). Use ICT tools to create patterns in colour with textures (s) d). Enjoy creating patterns and appreciate use of texture in pattern making (a)	<ul style="list-style-type: none"> • Learner to sign name on types of texture and patterns seen in their immediate environment and those available on digital and print media. • learner to create patterns in colour using texture rubbings over different surfaces • learner to freely observe patterns in colour using textures with ICT tools to express his/her ideas in a fun way through signing • Learner to appreciate texture in patterns as he/she experience in creating them through signing • Learner to display, observe and sign about own and others patterns. • Describing the patterns and what they like best about the patterns through signing 	<ol style="list-style-type: none"> 1. What elements do we use to create patterns? 2. How do we create different types of patterns with texture? 3. How do learners react and appreciate use of colour in pattern making? 4. What is texture? 5. How do we create patterns using various textures? 6. How can we use ICT tools to create patterns in colour with textures?
	Core Competence to be developed: <ul style="list-style-type: none"> • Communication and collaboration Learner communicate and collaborate as he/she discuss types of texture and patterns through signing. • Digital literacy • Developed as the learner uses ICT tools to create patterns with texture. 			
	Link to PCI's: Acquire environmental awareness as they collect textured			Link to Values:

	objects in their environment. <ul style="list-style-type: none"> • Lifeskills (Teacher to encourage learners to express themselves through discussion, display, observe and sign about their own work to gain self esteem) 	
	Links to other subjects: Environmental activities on surface qualities of trees	Suggested community service learning/non-formal activity to support learning through application: Learners can engage in taking care of trees in the compound as a resource to be used in creating textural effects (in drawing and pattern making)
	Suggested Non formal Activity to support learning:	Suggested assessment: <ul style="list-style-type: none"> • Observation • Signed Oral Questions
	Suggested Resources: ICT tools, materials with different textures, media	

Assessment Rubric:

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
<ul style="list-style-type: none"> • Learner is able to identify by signing different textures in the environment • Learner is able to create patterns using various textures • Learner is able to create patterns using ICT tools 	<ul style="list-style-type: none"> • Learner is able to identifying by signing different textures in the environment • Learner is able to create patterns in colour using various texture 	<ul style="list-style-type: none"> • Learner has difficulties in identifying by signing different textures 	<ul style="list-style-type: none"> • Learner is unable to identify by signing different textures in the environment • Learner has difficulties in creating patterns in colour using various textures

**PAPER CRAFT
(TERM TWO)**

STRAND	SUB-STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	KEY INQUIRY QUESTIONS
3.0 Mounting techniques	3.1 Collage (3 lessons)	By the end of the sub strand the learner should be able to: a). Identify by signing different types of material that can be used to create collage(K) b). Create simple pictures in collage using locally available materials(S) c). Enjoy themselves while creating simple pictures using collage(A)	<ul style="list-style-type: none"> • learner could be taken for environmental walks to collect materials that can be used to create collage e.g natural materials (stones / pebbles, dried fallen leaves, feathers, grass), coloured papers, fabric, small plastics etc. • learner to collect items and sharing out some materials to those with fewer items • learner to create simple pictures using collage • learner to have fun while observe collage techniques. • Learner to display, observe and sign about their own and others work. 	<ol style="list-style-type: none"> 1. What is collage? 2. What materials are used in collage? 3. How do we create collage? 4. What materials are easy to work with when making a collage picture?
	Core Competence to be developed:			
	<ul style="list-style-type: none"> • Learner will acquire communication and collaboration skills when going out in groups to collect the materials • Learner will acquire imagination and creativity while choosing the material for mosaic 			
	Link to PCI's:		Link to Values:	
<ul style="list-style-type: none"> • Teacher to help learner to develop self esteem and awareness through display of their work and allowing them to express their ideas 		<ul style="list-style-type: none"> • Shairing as the learner share materials 		
Links to other subjects:			Suggested community service learning/non-formal activity	

	<ul style="list-style-type: none"> Learner to environmental activities when they collect degradable and / or non degradable materials from the environment for use 	<p>to support learning through application: Learners to engage in collecting materials (especially non degradable) in the community as a way of keeping the community clean. They can sort them in order to get those that can be recycled for collage techniques</p>
	<p>Suggested Non formal Activity to support learning:</p>	<p>Suggested assessment:</p> <ul style="list-style-type: none"> Observation Signed Oral Questions Portfolio
	<p>Suggested Resources: Stones pebbles, dried fallen leaves, grass coloured papers, fabric and small plastics</p>	

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
<ul style="list-style-type: none"> Learner is able to identify by signing different materials used to create collage Learner is able to create a simple picture using locally available material in collage Learner is able to create a complex picture of a landscape using collage 	<ul style="list-style-type: none"> Learner is able to identify types of materials used to create collage by signing Learner is able to create a simple picture using locally available materials in collage 	<ul style="list-style-type: none"> Learner is able to identify some materials used to create collage Learner is able to create a simple picture using locally available materials in collage 	<ul style="list-style-type: none"> Learner is able to identify a few materials used in collage Learner is unable to create a simple picture in collage using locally available materials

STRAND	SUB-STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	KEY INQUIRY QUESTIONS
4.0 Decorating forms (6 lessons)	4.1 Decorating walls	By the end of the sub strand the learner should be able to: a) Identify forms of decoration from print/ electronic media(K) through signing b) Identify materials that can be used to draw walls(K) through signing c) Decorate walls by drawing using charcoal sticks, chalk etc(S) d) Have fun and enjoy drawing on the walls (A)	<ul style="list-style-type: none"> • Learners could observe the electronic /print media on wall decorations • learners could collect materials from the environment that can be used to draw walls eg chalk and share with others • learner to draw on the walls using the materials collected • learner to have fun while drawing the walls • Learners to display, observe and sign about their own and others work. 	<ol style="list-style-type: none"> 1) What materials can be used to decorate walls? 2) Which walls are easy to decorate (rough or smooth) 3) How can we draw on the walls? 4) Do you enjoy drawing on the walls?
<p>Core Competence to be developed:</p> <ul style="list-style-type: none"> • Learner will acquire communication and collaboration skills while exploring classroom learning centres and class group discussion on materials collected for drawing on the walls through signing • Learner will be imaginative and creative while drawing on the wall 				
<p>Link to PCI's:</p> <ul style="list-style-type: none"> • Life skill self esteem and awareness through display of their work and allowing them to express their ideas through signing • Sharing as a value through shairing materials 			<p>Link to Values:</p>	
<p>Links to other subjects:</p> <ul style="list-style-type: none"> • Environmental activities eg drawing objects eg houses, birds etc 			<p>Suggested community service learning/non-formal activity to support learning through application:</p> <ul style="list-style-type: none"> • Learners to draw on the outside their classroom wall 	

		for decoration
	Suggested Non formal Activity to support learning:	Suggested assessment: <ul style="list-style-type: none"> • Observation • Signed Oral Questions • Portfolio
	Suggested Resources: Chalk, charcoal stick, rulers, stencils, print/electronic media	

Assessment Rubric:

EXCEEDING EXPECTATIONS	MEETING EXPECTATIONS	APPROACHING EXPECTATIONS	BELOW EXPECTATIONS
Learner is able to identify and sign forms of decoration from print/ electronic media	Learner is able to identify by signing forms of decoration from print/electronic media	Learner is able to sign and identify some forms of decoration from print/ electronic media	Learner has difficulty in identifying forms of decoration in print/electronic media
Learner is able to identify sign names of materials that can be used to draw on walls	Learner is able to identify and sin names of materials that can be used to draw on walls	Learner is able to sign and identify some materials that can be used to draw on walls	Learner is unable to identify materials that can be used to draw on walls
Learner is able to decorate a wall using charcoal sticks, etc.	Learner is able to decorate a wall by drawing using charcoal sticks, etc.	Learner has difficulty in decorating a wall using charcoal sticks or chalk	Learner is unable to draw on a wall using charcoal sticks or chalk
Learner can paint a mural on the wall			

STRAND	SUB-STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	KEY INQUIRY QUESTIONS
4.0 Decorating forms	4.2 Decorating floors	By the end of the sub strand the learner should be able to: a). Identify forms of decorating floors from the environment (K) b). Decorate floors using charcoal, charcoal sticks chalk etc(S) c). Have fun and enjoy drawing on the floor(A)	<ul style="list-style-type: none"> • Learners could observe decorative floors from the environment, the electronic , print media • learners could collect materials that can be used to draw on the floor eg chalk • learner to sign the use of the collected materials as they share them out • learner to decorate on the floor using the materials collected • learner to have fun while decorating on the floor • Learners to display, observe and sign about their own and others work. 	<ol style="list-style-type: none"> 1. What are materials used to decorate the floor? 2. How do we decorate on the floor? 3. How does a decorated floor look like?
<p>Core Competence to be developed:</p> <ul style="list-style-type: none"> • Learner will acquire communication and collaboration skills while exploring classroom learning centres and class group discussion on materials collected for decorating the floor • Learner will be imaginative and creative while decorating on the floor 				
<p>Link to PCI's:</p> <ul style="list-style-type: none"> • Learner develops self confidence and awareness through display of their work and allowing them to express their ideas through signing 			<p>Link to Values:</p> <ul style="list-style-type: none"> • Sharing as they share materials 	
<p>Links to other subjects: Environmental activities eg what they draw such as a house, trees, insects etc</p>			<p>Suggested community service learning/non-formal activity to support learning through application: Learners to decorate on the outside wall of their classroom.</p>	

	Suggested Non formal Activity to support learning:	Suggested assessment: <ul style="list-style-type: none"> • Observation • Signed Oral Questions • Portfolio
	Suggested Resources: charcoal stick, chalk, electronic print media, rulers, stencils	

Assessment Rubric:

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
<ul style="list-style-type: none"> • Learner is able to identify decorated floors from the environment • Learner is able to draw on floors using charcoal, chalk sticks etc • Learner is able to design a floor decoration that can be used in tile making industry 	<ul style="list-style-type: none"> • Learner is able to identify decorated floors from the environment • Learner is able to draw on floors using charcoal, chalk sticks etc 	<ul style="list-style-type: none"> • Learner is able to identify some decorate floors from the environment • Learner has difficulty in drawing on floor using charcoal and chalk boards 	<ul style="list-style-type: none"> • Learner is unable to identify decorated floors from the environment • Learner is unable to draw on the floor using charcoal

STRAND	SUB-STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	KEY INQUIRY QUESTIONS
4.0 Decorating forms	4.3 Decorating other surfaces	By the end of the sub strand the learner should be able to: <ul style="list-style-type: none"> Identify by sign naming materials that can be used to decorate other surfaces eg guards, chairs, (K) Decorate other surfaces using charcoal, charcoal sticks, chalk etc(S) Have fun and enjoy as they decorate other surfaces (A) 	<ul style="list-style-type: none"> learners could observe the class room to collect materials that can be used to decorate on other surfaces eg chalk learner to collect materials as they share out learner decorate other surfaces using the materials collected learner to have fun while decorating other surfaces Learners to display, observe and sign about their own and others work. 	<ul style="list-style-type: none"> What materials used are decorate other surfaces? How do we decorate other surfaces? How does a decorated surface look like?
<p>Core Competence to be developed: Learner will acquire communication and collaboration skills while observing, classroom learning centres and class group discussion on materials collected for decorating other surfaces through signing</p> <ul style="list-style-type: none"> Learner will be imaginative and creative while decorating other surfaces 				
<p>Link to PCI's:</p> <ul style="list-style-type: none"> Life skills: Develops self esteem and awareness through display of their work and allowing them to express their ideas through signing 			<p>Link to Values:</p> <p>Sharing as a value through signing materials cooperated as they work together.</p>	
<p>Links to other subjects:</p> <p>Environmental activities and language activities such as naming the objects drawn</p>			<p>Suggested community service learning/non-formal activity to support learning through application:</p> <p>Learners to decorate surface using objects found in the environment</p>	
<p>Suggested Non formal Activity to support learning:</p>			<p>Suggested assessment:</p> <ul style="list-style-type: none"> Observation Portfolio 	
<p>Suggested Resources: guards, chairs, charcoal stick, chalk rulers, pencils, stencils, print/electronic media</p>				

Assessment Rubric:

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
<ul style="list-style-type: none">• Learner is able to identify signing materials used in decorating other surfaces e.g. guards and chairs• Learner is able to decorate other surfaces using charcoal stick, chalk etc• Learner is able to use colours to paint decorations on other surfaces	<ul style="list-style-type: none">• Learner is able to identify by signing materials used to decorate other surfaces e.g. guards, chairs etc• Learner is able to decorate on other surfaces using charcoal sticks, chalk etc	<ul style="list-style-type: none">• Learner is able to identify by signing some materials used to decorate• Learner has difficulty in decorating surfaces using charcoal stick and chalk	<ul style="list-style-type: none">• Learner is able to name only a few materials used in decorating other surfaces• Learner is unable to decorate surfaces using charcoal stock and chalk

GRADE 2

STRAND	SUB-STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	KEY INQUIRY QUESTIONS
4.0 Decorating Forms (6 lessons)	4.4 Decorating pebbles	By the end of the sub strand the learner should be able to: a). Identify by sign naming samples of decorated pebbles from real of pebbles or print/electronic media (k) b). Sign name materials that can be used to paste coloured paper cut outs and paint on pebbles(k) c). Decorate pebbles by pasting coloured paper cut outs and painting (s) d). Have fun and enjoy decorating pebble(a)	<ul style="list-style-type: none"> Learners could sign samples of decorated pebbles from real samples, or print/electronic media (k) Learners could collect materials from the environment that can be used to paste coloured paper cut outs and paint on pebble Learner to decorate collected pebbles Learners to display, observe and sign about their own and others work 	<ol style="list-style-type: none"> What materials are used to decorate pebbles? How can we decorate pebbles? How do things decorated with pebbles look like?
		Core Competence to be developed: Learner will acquire communication and collaboration skills while exploring classroom learning centres and class group discussion on materials collected for drawing on the walls through signing, Learner will be imaginative and creative while decorating pebbles		
		Link to PCI's: • Life skills: Self confidence	Link to Values: Emphasis of sharing as a value	
		Links to other subjects: Environmental activities	Suggested community service learning/non-formal activity to support learning through application: Learners to draw and create patterns on walls of some structures in the community eg the places of worship	
	Suggested Non formal Activity to support learning:	Suggested assessment: <ul style="list-style-type: none"> Observation Signed Oral Questions Portfolio 		
Suggested Resources: pebbles, print and electronic media, paints, paper cut outs, coloured paper, adhesives				

STRAND	SUB-STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	KEY INQUIRY QUESTIONS	
4.0 Decorating Forms (6 lessons)	4.5 Decorating Egg Shells	By the end of the sub strand the learner should be able to: a). Identify by sign naming samples of decorated egg shell or print/electronic media (k) b). Sign name materials that can be used to paste coloured paper and paint on egg shells (s) c). Decorate egg shells by pasting coloured paper and painting (s) d). Have fun pasting coloured paper and enjoy decorating egg shells by pasting coloured paper and painting (a)	<ul style="list-style-type: none"> Learners could sign name samples of decorated eggs shells from real samples, or print/electronic media (k) Learners could collect materials from the environment that can be used to paste coloured paper and paint on egg shells Learner to decorate eggs by pasting coloured paper and painting Learners to display observe and sign about their own and others work 	<ol style="list-style-type: none"> What are the materials used to decorate egg shells? How can we decorate egg shells? Do you have fun and enjoy decorating on the egg shells? 	
	Core Competence to be developed: Learner will acquire communication and collaboration skills while exploring classroom learning centres and class group discussion on materials collected for drawing on the walls through signing, Learner will be imaginative and creative while decorating pebbles				
	Link to PCI's and Values:		Link to Values:		
	<ul style="list-style-type: none"> Self confidence Emphasis of sharing as a value 				
	Links to other subjects: Environmental activities		Suggested community service learning/non-formal activity to support learning through application: Learners to draw and create patterns on walls of some structures in the community eg the places of worship		
Suggested Non formal Activity to support learning:		Suggested assessment: Observation, Signed Oral Questions, Portfolio			
Suggested Resources: pebbles, print and electronic media, paints, paper cut outs, coloured paper, adhesives					

Assessment Rubrics

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
<ul style="list-style-type: none"> • Learner is able to sign and identify different types of egg shells • Learner is able to use past coloured paper and paint on egg shells • Learner is able to decorate egg shells by pasting coloured and paint • Learner can decorate other surfaces using paste coloured and paint 	<ul style="list-style-type: none"> • Learner is able to identify by signing • Learner is able to sign and identify different types of egg shells • Learner is able to decorate egg shells by pasting coloured paper and paint 	<ul style="list-style-type: none"> • Learner is able to sign and identify different types of egg shells. • Learner is able to use paste coloured paper and paint on egg shells. • Learner has difficult in decorating egg shells using coloured paper paste and paint 	<ul style="list-style-type: none"> • Learner has difficulty in identifying different types of egg shells • Learner has difficulty in pasting coloured paper and paint on egg shells • Learner is unable to decorate egg shells using coloured paper paste and paint.

STRAND	SUB-STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	KEY INQUIRY QUESTIONS
ORNAMENTS	Necklaces 4 Lessons Suggested time	By the end of the sub strand the learner should be able to: a). Identify by signing sample necklaces made using pith, beads,glass beads, clay beads, wooden beads, bone beads etc (k) b). Appreciate necklace samples from local cultures (A) c). Experiment with local materials to make necklaces and thread using single strand (Ap) d). Appreciate materials used for beads in the environment (A)	<ul style="list-style-type: none"> • learners could identify by signing sample necklaces using local techniques and materials eg glass beads, plastic beads, clay beads, wooden beads, bone beads etc • learners to observe experiment local materials and techniques to make single strand necklaces. • Learners to display, observe and sign their work followed by a sign naming to appreciate own and each other's necklaces 	<ol style="list-style-type: none"> 1. What are the materials from what ornaments from the environment can be used in making beads? 2. What materials can be used to make beads? 3. What are the suitable materials used in making ornaments at this level? 4. How can learners borrow creative ideas from material culture in their locality on ornament making?
	<p>Core Competence to be developed:</p> <ul style="list-style-type: none"> • The learner will develop communication and collaboration through interactions by using signs during group work. • The learner will acquire problem solving skills when experimenting with local materials to make necklaces using single strand. • The learner will acquire Self efficacy when giving feedback through sign on their own necklaces during the display session. 			
<p>Link to PCI's and Values: Life skills:</p> <ul style="list-style-type: none"> • Life skill - Self-esteem and awareness through display of their work and allowing them to express their ideas through signing. • Value of using inedible materials when creating beads for ornaments 				

	Links to other subjects: Environmental Activities can emphasise on the need to recycle materials such as plastics, wood, bones, glass etc which can be used for necklaces.	Suggested community service learning/non-formal activity to support learning through application: Learners can undertake a project whereby they can be assisted to incorporate beadwork techniques practiced in their locality
	Suggested Non formal Activity to support learning:	Suggested assessment: <ul style="list-style-type: none"> • Observation • Signed Oral Questions
	Suggested Resources: Beads, plastic beads, clay beads, wooden beads, bone beads, thread, needle, glassbeeds	

Assessment Rubric:

Exceeding Expectation	Meeting expectations	Approaching expectations	Below expectations
<ul style="list-style-type: none"> • Learner is able to sign name and identify necklaces made using pith, beads, glass, clay, bone, jewelery, cowrie shells etc. • Learner is able to make single and a /double strand necklace 	<ul style="list-style-type: none"> • Learner is able to sign name as identity necklace made using pith, beads, glass, clay, wood, bone etc. • Learner is able to make a single strand necklace 	<ul style="list-style-type: none"> • Learner is able to sign name and identify some necklaces made of wood beads and clay • Learner is able to make just a short single strand bead 	<ul style="list-style-type: none"> • Learner has difficulty in identifying beads made of different materials • Learner has difficulty in making a single strand necklace

STRAND	SUB-STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	KEY INQUIRY QUESTIONS
5.0 ORNAMENTS	5.1 Bracelets Suggested time	By the end of the sub strand the learner should be able to: a). Identify by signing sample Bracelets made using beads, pith beads, glass beads, clay beads, wooden beads, bone beads etc (k) b). Appreciate Bracelets c). samples from local cultures (A) d). Experiment with local materials to make two colour bracelets and thread using single strand (Ap) e). Appreciate materials used for bracelets in the environment (A)	<ul style="list-style-type: none"> learners could identify by signing sample bracelets made using local techniques and materials eg glass beads, plastic beads, clay beads, wooden beads, bone beads etc learner observe with local materials and techniques to make two colour bracelets. Learners to display their work followed by signing, naming to appreciate own and each other's necklaces 	<ol style="list-style-type: none"> What are bracelets? What materials are used in making bracelets?
<p>Core Competence to be developed:</p> <ul style="list-style-type: none"> The learner will develop communication and collaboration through interactions by using signs during group work. The learner will acquire problem solving skills when experimenting with local materials to make bracelets. The learner will acquire Self efficacy when giving feedback through signs on their own bracelets during the display session. 				
<p>Link to PCI's and Values:</p> <ul style="list-style-type: none"> learners to develop self-esteem and awareness through display of their work and allowing them to express their ideas through signing learners to appreciate the value of using inedible materials when making bracelets 			<p>Link to Values:</p>	
<p>Links to other subjects: Environmental Activities can emphasise on the need to recycle materials such as plastics, wood, bones, glass etc which can be</p>			<p>Suggested community service learning/non-formal activity to support learning through application:</p> <ul style="list-style-type: none"> Learners can undertake a project whereby they 	

	used for making bracelets.	can be assisted by family and community resource persons to incorporate ornament making techniques practiced in their locality.
	Suggested Non formal Activity to support learning:	Suggested assessment: <ul style="list-style-type: none"> • Observation • Signed Oral Questions • Portfolio
	Suggested Resources: Glass beads, plastic beads, clay beads, wooden beads, bone beads, threads, needle	

Assessment Rubric

Exceeding Expectation	Meeting expectations	Approaching expectations	Below expectations
<ul style="list-style-type: none"> • Learner is able to sign and identify sample bracelets made from beads pitch, glass, clay, wood, bone etc. • Learner is able to make two colour bracelets using a single strand • Learner is able to make multi-colored bracelets using double strands 	<ul style="list-style-type: none"> • Learner is able to sign and identify sample bracelets made from beads, pith, glass, clay, wood, bone etc. • Learner is able to make a two colour bracelets using a single strand. 	<ul style="list-style-type: none"> • Learner is able to identify some sample bracelets made from beads, glass and wood • Learner has difficulty in making a single stranded bracelet 	<ul style="list-style-type: none"> • Learner has difficulty in identifying materials from which bracelets are made • Learner has difficulty in making a single stranded bracelet

STRAND	SUB-STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	KEY INQUIRY QUESTIONS	
6.0 FABRIC DECORATION	6.1 Painting on fabric (brushes) (3 lessons)	By the end of the sub strand the learner should be able to: a). Identify by signing locally available media to paint on fabric (K) b). Use improvised brushes to paint on fabric (S) c). Develop self-confidence and a sense of achievement as they use improvised brushes to paint on cloth (A)	<ul style="list-style-type: none"> learners could be taken for environmental walk to identify by sign name locally available media to paint on fabric learner sign name locally available media used for painting on fabric learner to use improvised brushes to paint on cloth learner to develop self-confidence as they use improvised brushes to paint on fabric Display, observe and sign about own and other painting 	<ol style="list-style-type: none"> What is a fabric? What materials are used for painting on cloth? 	
	<p>Core Competence to be developed:</p> <ul style="list-style-type: none"> Communication and collaboration as they work together to identify by signing locally available media to paint on fabric Learning to learn 				
	<p>Link to PCI's and Values:</p> <ul style="list-style-type: none"> Life skills: Learners will acquire environmental awareness as they take walks to identify by signing locally available media for painting Health and Safety: emphasise learner to be aware of safety of self and others as they explore the environment 			<p>Link to Values: Sharing as they share materials</p>	
	<p>Links to other subjects: Language Activity Area on colour</p>			<p>Suggested community service learning/non-formal activity to support learning through application:</p> <ul style="list-style-type: none"> learners be aware of their safety as they identify by signing name locally available media for painting as they clean the environment Paint the Kenyan Flag on a piece of cloth 	

	Suggested Non formal Activity to support learning:	Suggested assessment: <ul style="list-style-type: none"> • Observation • Signed Oral Questions • Portfolio
Suggested Resources: Fabric, sticks, paint, , water, containers, paper		

Assessment Rubrics

Exceeding Expectation	Meeting expectations	Approaching expectations	Below expectations
<ul style="list-style-type: none"> • Learner is able to identify by sing naming locally available mode used to paint on fabric • Learner is able is use improvised brush to paint on fabric • Learner is able to paint on fabric and design his/her own motif independently 	<ul style="list-style-type: none"> • Learner is able to identify sign naming locally available mode used to pain on fabric • Learner is able is use improvised brush to paint on fabric • Learner is able to paint on a fabric 	<ul style="list-style-type: none"> • Learner is able to identity by signing some mode used to paint on fabric • Learner has difficulty in using improved brush to paint on fabric 	<ul style="list-style-type: none"> • Leaner can only sign name a few materials used to paint on fabric • Learner is unable to use improvised brush to paint on fabric

STRAND	SUB-STRAND	GENERAL LEARNING OUTCOME	SUGGESTED LEARNING EXPERIENCES	KEY INQUIRY QUESTIONS	
6.0 FABRIC DECORATION	6.2 Painting on fabric (sticks) (3 lessons)	By the end of the sub strand the learner should be able to: a). Identify by sign name locally available media paint on cloth (K) b). Use sticks to paint on cloth (S) c). Develop self-confidence and a sense of achievement as they use sticks to paint on cloth (A)	<ul style="list-style-type: none"> learners could be taken for environmental walks to identify by sign name available media to painting on fabric learner sign name on locally available media used for painting on fabric learner to develop self-confidence as they use sticks to paint on fabric and sign Display, observe and sign about own and others painting 	<ol style="list-style-type: none"> What do you see on the fabric? What makes our clothes beautiful? How do we paint fabrics? 	
	Core Competence to be developed:				
	<ul style="list-style-type: none"> Communication and collaboration as they work together to identify by sign naming locally available media to paint on fabric 				
	Link to PCI's : Learners will acquire environmental awareness as they take walks to identify by sign naming locally available media for painting		Link to other Values:		
	Links to other subjects: Music – interpreting paint and colour themes explored through movement		Suggested community service learning/non-formal activity to support learning through application: <ul style="list-style-type: none"> learners be aware of their safety as they identify by sign naming locally available media for painting 		
	Suggested Non formal Activity to support learning: Paint the Kenyan flag on a piece of cloth		Suggested assessment: <ul style="list-style-type: none"> Observation Signed Oral Questions Portfolio		
	Suggested Resources: Fabric, paint, sticks, water, containers, paper				

Assessment Rubric:

Exceeding Expectation	Meeting expectations	Approaching expectations	Below expectations
<ul style="list-style-type: none"> • Learner is able to identify by signing locally available materials used to paint on fabrics (cloth) • Learner is able to use sticks to paint on cloth • Learner is able to use sticks and brushes to paint a beautiful design on a fabric • Learner is able to make a motif to be used in fit need cord 	<ul style="list-style-type: none"> • Learner is able to identify to use signing locally available material used in painting on cloth • Learner is able to use sticks to paint on cloth 	<ul style="list-style-type: none"> • Learner is able to identify by signing some locally available materials for painting on fabric • Learner has difficulty in using sticks to paint on cloth 	<ul style="list-style-type: none"> • Learner is able to identify a few locally available materials used for painting on fabric • Learner has difficulty in using sticks to paint on cloth

STRAND	SUB-STRAND	GENERAL LEARNING OUTCOME	SUGGESTED LEARNING EXPERIENCES	KEY INQUIRY QUESTIONS
6.0 FABRIC DECORATION	6.3 Painting on fabric (sponge) (3 lessons)	By the end of the sub strand the learner should be able to: a). Identify by sign name locally available media paint on cloth (K) b). Use sponge to paint freely on cloth (S) c). Develop self-confidence and a sense of achievement as they use sponge to paint on cloth (A)	<ul style="list-style-type: none"> • learners could be taken for environmental walks to identify by sign name available media to painting on fabric • learner sign name on locally available media used for painting on fabric • learner to develop self-confidence as they use sticks to paint on fabric • Display, observe and sign name about own and others painting 	<ol style="list-style-type: none"> 1. What do you see on the fabric? 2. What makes our clothes beautiful? 3. What do we use to paint fabric? 4. How do we paint fabric?
<p>Core Competence to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration as they work together to identify by sign name locally available media to paint on fabric 				
<p>Link to PCI's:</p> <ul style="list-style-type: none"> • Learners will acquire environmental awareness as they take walks to identify by sign name locally available media for fabric 			<p>Link to other Values:</p>	
<p>Links to other subjects:</p> <ul style="list-style-type: none"> • Music – interpreting paint and colour themes explored through movement 			<p>Suggested community service learning/non-formal activity to support learning through application: learners be aware of their safety as they identify by sign name locally available media for painting</p>	
<p>Suggested Non formal Activity to support learning:</p>			<p>Suggested assessment:</p> <ul style="list-style-type: none"> • Observation • Signed Oral Questions • Portfolio 	
<p>Suggested Resources: Fabric, paint, sponge, water, containers, paper</p>				

Assessment Rubric:

EXCEEDING EXPECTATIONS	MEETING EXPECTATIONS	APPROACHING EXPECTATIONS	BELOW EXPECTATIONS
Learner is able to sign name materials (locally available) used to paint on cloth	Learner is able to identify locally available media used to paint on cloth by signing	Learner is able to identify some locally media used in painting on cloth	Learner is able to identify a few locally available media used in painting on cloth
Learner is able to use finger and locally available media to paint on cloth	Learner is able to use fingers and locally available media to paint on cloth	Learner has difficulty in using fingers and locally available media to paint on cloth	Learner has difficulty in painting on cloth using fingers and locally available media
Learner is able to paint a back drop during a drama performance			

TERM THREE

MODELLING-MISSING

STRAND	SUB-STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	KEY INQUIRY QUESTIONS
7.0 SCULPTURE	7.1 Toys	By the end of the sub strand the learner should be able to: a). Name and identify by sign name tools and materials for constructing and assembling simple toys(K) b). Construct and assemble toys(S) c). Have fun and enjoy as they construct and assemble simple (A) toys.	<ul style="list-style-type: none"> • learner could be taken for a walk to their nature corner in class to identify by sign name types of toys • learner to sign name tools and materials for constructing and assembling toys • learner to construct and assemble simple toys • learner to enjoyment as he/she construct and assemble toys • Learner display, observe and sign name about own and others toys 	<ol style="list-style-type: none"> 1. What toys are in the nature corner? 2. What materials and tools are used for constructing and assembling toys? 3. How do learners react to and appreciate toys 4. What are toys used for?
	Core Competence to be developed: Imagination and creativity – learner design toys using locally available and found materials.			
	Link to PCI's: Environmental education – learners appreciate their environment as a source of materials for constructing and assembling toys		Link to values:	
	Links to other subjects: Environment – re-using materials		Suggested community service learning/non-formal activity to support learning through application: learners to be aware of safety as they construct and assemble toys	

	Suggested Non formal Activity to support learning:	Suggested assessment: <ul style="list-style-type: none"> • Observation • Signed Oral Questions • Portfolio
	Suggested Resources: Tins, bottle tops, nails, banana stems, hammer, nature corner toys, tinsnips, cloth and thread	

Assessment Rubric:

EXCEEDING EXPECTATIONS	MEETING EXPECTATIONS	APPROACHING EXPECTATIONS	BELOW EXPECTATIONS
Learner is able to identify by signing names of toys found in the environment	Learner is able to identify by signing names of toys in the environment	Learner is able to identify by signing names of some toys in the environment	Learner has difficulties in signing names of some toys found in the environment
Learner is able to sign tools used in constructing and assembling simple toys	Learner is able to use sign name tools used in constructing and assembling simple toys	Learner is able to sign name some tools used in constructing simple toys	Learner can sign only a few names of tools used in making toys
Learner is able to construct and assemble a simple toy	Learner is able to construct and assemble a simple toy	Learner has difficulty in assembling a simple toy	Learner has difficulties in assembling a simple toy
Learner is able to assemble a toy for commercial purposes to be used to generate income for the school and for himself			

STRAND	SUB-STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	KEY INQUIRY QUESTIONS
7.0 SCULPTURE	7.2 Kites	By the end of the sub strand the learner should be able to: a). Identify by sign name kites in the nature corner in class(K) b). Sign name and identify tools and materials for constructing and assembling kites (K) c). Construct and assemble kites (S) d). Have fun and enjoy as they construct and assemble toys (A)	<ul style="list-style-type: none"> • learners could be taken for a walk to their nature corner in class to identify by sign name types of kites • learner to sign name on tools and materials used for constructing and assembling kites • learner construct and assemble kites • learner to have fun and enjoy as they construct and assemble kites • Learners display, observe and sign about own and others kites 	<ol style="list-style-type: none"> 1. What kites are in the nature corner? 2. What materials and tools are used for constructing and assembling kites? 3. What is a kite? 4. What are kites used for?
<p>Core Competence to be developed: Imagination and creativity – learners design kites using locally available and found materials</p>				
<p>Link to PCI's and Values: Environmental education – learners appreciate their environment as a source of materials for constructing and assembling kites</p>			<p>Link to Values:</p>	
<p>Links to other subjects: Environment – re-using materials</p>			<p>Suggested community service learning/non-formal activity to support learning through application:</p> <ul style="list-style-type: none"> • learner to be aware of safety as they construct and assemble kites 	
<p>Suggested Non formal Activity to support learning:</p>			<p>Suggested assessment:</p> <ul style="list-style-type: none"> • Observation • Signed oral questions 	
<p>Suggested Resources: thread, needles, paper, sticks, ribbons</p>				

Assessment Rubrics

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation

STRAND	SUB-STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	KEY INQUIRY QUESTIONS
8.0 WEAVING	8.1 Weaving on a serrated card loom	<p>By the end of the sub strand the learner should be able to:</p> <p>a). Sing name and identify the tools and materials used in weaving using a serrated card loom in the environment, print and electronic media(K)</p> <p>b). Create a weave using a serrated loom(S)</p> <p>c). Enjoy and have fun creating a weave on serrated loom (A)</p>	<ul style="list-style-type: none"> • Learner could sign name and identify the tools and materials used in weaving serrated card loom deriving examples from the environment, print and electronic media • learner could be taken for environmental walks to collect materials for weaving using serrated card loom eg sisal, cotton straws, threads, wool, yarn, fabric strips etc and a card board for the loom, scissors • learner to collect materials as they share out • Create the weaving on a serrated loom • Enjoy while weaving • Learners to display, observe and sign name about their own and others work. 	<ol style="list-style-type: none"> 1. Which materials used in serrated loom weaving? 2. How do we create serrated loom weaving? 3. What do learners enjoy while weaving? 4. What is a serrated card used for loom? 5. What materials are used for weaving? 6. How do we weave using a card loom?
<p>Core Competence to be developed:</p> <ul style="list-style-type: none"> • Learner will acquire communication and collaboration skills while on environmental walks and sign name on materials collected for weaving • Learner will be imaginative and creative while weaving using the materials collected 				
<p>Link to PCI's and Values:</p> <ul style="list-style-type: none"> • Learner develop self esteem and awareness through display of their work and allowing them to express their ideas through signing • Learners develop life skills i.e on weaving • Emphasis on sharing as a value through sign name 				

	Links to other subjects: environmental activities on recycling things that had been thrown away i.e the materials -music activities when the learner weave in rhythm.	Suggested community service learning/non-formal activity to support learning through application: learners to participate in decorating places of worship, hospitals etc in the community
	Suggested Non formal Activity to support learning:	Suggested assessment: <ul style="list-style-type: none"> • Observation • Signed Oral Questions • Portfolio
	Suggested Resources: card loom, threads, needles	

Assessment Rubrics

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
<ul style="list-style-type: none"> • Learner is able to identify by sign naming tools and materials used in weaving using a serated card loom in the environment, print & electronic media. • Learner is able to create a weave using a serated card loom • Learner is able to create his own frame loom and use it for weaving in different colours 	<ul style="list-style-type: none"> • Learner is able to sign name and identify the tools and materials used in wearing using a serrated card loom in the environment, print and electronic media • Learner is able to create a weave using a serrated loom 	<ul style="list-style-type: none"> • Learner is able to sign name and identify some tools and materials used in weaving using a serated card loom in the environment • Learner has difficulty in creating a neat weave using a serrated card loom. 	<ul style="list-style-type: none"> • Learner has difficulty in identifying by sign name tools and materials used in weaving using a serated card loom. • Learner has difficulty in creating a weave using a serated card loom.

GRADE 3 –TERM ONE

Strand/Theme/ Topic	Sub stand/ Sub theme/ sub topic	Specific learning outcomes (KSA)	Suggested learning experiences	Key inquiry question(s)
1.0 DRAWING	1.1 Animals	By the end of the sub strand the learner should be able to: a). Identify by sign name animals in the environment (K) b). Draw simple forms of animals using pencils and coloured pencils (S) c). Draw simple forms of animals using ICT tools (S) d). Have fun and appreciate animals in the environment (A)	<ul style="list-style-type: none"> • learners could be taken for environmental walks and digital tours to identify by sign name animals • learner to draw simple forms of animals using pencil and coloured pencils • learner to draw simple forms of animals using ICT tools • learners to sign name different types of animals in the environment • Appreciate and care for animals in the environment • Appreciate and care for animals in the environment • Learners to display, observe and signing own and others work 	<ol style="list-style-type: none"> 1. What animals are found in the environment? 2. How do we care for animals? 3. How do animals help people?
<p>Core Competences to be developed:</p> <ul style="list-style-type: none"> • Learner acquire communication and collaboration in group work activities as they exchange ideas through observing and signing various animals. • Learner acquire imagination and creative as they express themselves as they draw various animals. • Learners acquire self-efficacy as they express themselves about their work during display sessions • Learners acquire digital literacy as they draw various animals using ICT tools. 				
Link to PCIs:			Link to Values:	

Life skills Learner develop self-esteem and awareness through display of their work and allowing to express their feelings, ideas and emotion through observation and signing.	
Links to other subjects: Language, mathematical and environment	Suggested Community Service Learning activities: <ul style="list-style-type: none"> • Learning through application • Learner can undertake feeding and watering animals in school compound as a way of reinforcing value of care of animals.
Suggested Non formal Activity to support learning:	Suggested assessment: <ul style="list-style-type: none"> • Observation • Signed Oral Questions • Portfolio

Assessment Rubrics

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
<ul style="list-style-type: none"> • Learner is able to identify through signing animals in the environment • Learner is able to draw simple forms of animal using pencils and coloured pencils • Learner is able to draw simple forms of animals using ICT tools • Learner is able to draw complex animal forms and use colour on ICT 	<ul style="list-style-type: none"> • Learner is able to identify by sign naming animals in the environment • Learner is able to draw simple forms of animals using pencils and coloured pencils • Learner is able to draw simple forms of animals using ICT tools 	<ul style="list-style-type: none"> • Learner is able to sign some names of animals in the environment • Learner is able to draw simple forms of animals but has difficulty in use of colour appropriately • Learner has difficulty in drawing using ICT tools 	<ul style="list-style-type: none"> • Learner is able to sign only a few animals found in the environment • Learner is unable to draw simple forms of animals in the environment • Learner is unable to use ICT tools in drawing simple forms of animals
Suggested resources: Paper, pencils, charcoal stick, crayon and ICT gadget.			

Strand/Theme/ Topic	Sub stand/ Sub theme/ sub topic	Specific learning outcomes (KSA)	Suggested learning experiences	Key inquiry question(s)
1.0 DRAWING	1.2 Human	By the end of the sub strand the learner should be able to: a). Sign name members of the community (K) b). Draw simple human forms using pencils and coloured pencils (S) c). Draw simple human forms using ICT tools (S) d). Appreciate and respect members of the community (A)	<ul style="list-style-type: none"> • Learners to sign name members of the community • Learner to draw simple human forms using pencils and coloured pencils • Learner to draw simple human forms using ICT tools • Appreciate and show respect to members of the community as they draw them • Learners to display, observe and sign about own and others work 	<ol style="list-style-type: none"> 1. Who do you in the community? 2. What media is used in drawing human forms?
Core Competences to be developed: <ul style="list-style-type: none"> • Learner acquire communication and collaboration in group work activities as they exchange ideas through observation and signing • Learner acquires imagination and creativity as they draw human forms • Learner acquire self efficacy as they express themselves about their art work during display session. • Learner acquire digital literacy as they draw using ICT tools 				
Link to PCIs: Life skills learner develop self-esteem and awareness as they draw human forms			Link to Values:	
Links to other subjects: <ul style="list-style-type: none"> • Language activities – naming parts of the body • Environmental activities- parts of the body (hygiene) 			Suggested Community Service Learning activities: Learner can draw their parents and siblings at home and show them.	

Suggested Non formal Activity to support learning:	Suggested assessment: <ul style="list-style-type: none"> • Observation • Signed Oral Questions • Portfolio
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Assessment Rubrics

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
<ul style="list-style-type: none"> • Learner is able to sign names of members of the community • Learner is able to draw human forms using pencils and coloured pencils • Learner is able to draw human forms using ICT tools • Learner is able to draw complex human forms and use colour on ICT 	<ul style="list-style-type: none"> • Learner is able to sign names of members of the community • Learner is able to draw human forms using pencils and coloured pencils • Learner is able to draw human forms using ICT tools 	<ul style="list-style-type: none"> • Learner is able to sign some names of members of the community • Learner is able to draw some human forms using pencils and coloured pencils • Learner is unable to draw human forms using ICT tools 	<ul style="list-style-type: none"> • Learner is unable to sign names of members of the community • Learner is unable to draw human forms using pencils and coloured pencils • Learner is unable to draw human forms using ICT tools • Learner is unable to draw complex human forms and use colour on ICT

Suggested resources: Paper, pencil, coloured pencils, ICT tools

Strand	Sub stand/ Sub theme/ sub topic	Specific learning outcomes (KSA)	Suggested learning experiences	Key inquiry question(s)
1.0 Drawing	1.3 Objects (man-made and natural)	<p>By the end of the sub strand the learner should be able to:</p> <p>a). Identify by signing and naming man-made and natural objects in the environment(K)</p> <p>b). Draw simple man made and natural objects using pencils and coloured pencils (S)</p> <p>c). Draw simple man-made and natural objects using ICT tools (S)</p> <p>d). Appreciate and care for natural and man-made objects in the environment(A)</p>	<ul style="list-style-type: none"> • Learners sign name man-made and natural objects in the environment • Learner to draw man-made and natural objects using pencils and coloured pencils • Learner to draw simple man-made and natural objects using ICT tools • Appreciate and care for objects found in the environment • Learners to display, observe and sign about own and others work 	<ol style="list-style-type: none"> 1. What objects are found in the environment? 2. How do we care for objects in the environment? 3. What media is used in drawing objects?
<p>Core Competences to be developed: Core Competence to be developed:</p> <ul style="list-style-type: none"> • Digital literacy 				

<ul style="list-style-type: none"> • Imagination and creativity • Communication and collaboration 	
Link to PCIs: ESD Life skills – learner develop self esteem and awareness through the display of their work and allowing them express the feelings, ideas, emotions through observation and signing	Link to Values:
Links to other subjects: <ul style="list-style-type: none"> • Environmental activities (care for people, animals, objects) Language activities (names of people, animals, objects)	Suggested community service learning/non-formal activity to support learning through application: Caring for animals, people and objects in the community
Suggested Non formal Activity to support learning:	Suggested assessment: <ul style="list-style-type: none"> • Observation • Signed Oral Questions
Suggested Resources: pencils, pictures of human, realia, ICT tools, colour pencils, papers etc	

Assessment Rubrics

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
<ul style="list-style-type: none"> • Learner is able to sign natural and man-made objects in the environment • Learner is able draw simple natural and man-made objects in the environment • Learner is able to use ICT tools in drawing simple to complex natural and man-made objects and use colour in ICT 	<ul style="list-style-type: none"> • Learner is able to sing natural and man-made objects in the environment • Learner is able to draw simple natural and man-made objects in the environment • Learner is able to use ICT tools to draw simple natural and man-made objects 	<ul style="list-style-type: none"> • Learner is able to sing some natural and man-made objects in the environment • Learner is able to draw some objects (man-made and natural) in the environment • Learner has difficulty in using ICT tools in drawing simple natural and man-made objects 	<ul style="list-style-type: none"> • Learner is able to sing a few natural and man-made objects in the environment • Learner is unable to draw natural and man-made objects in the environment • Learner is unable to use ICT tools in drawing of natural and man-made objects

**PAINT AND COLOUR
GRADE THREE**

STRAND	SUB-STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	KEY INQUIRY QUESTIONS
2.0 PATTERN MAKING	2.1 Hand printed patterns Suggested time (3 lessons)	By the end of the sub strand the learner should be able to: a). Identify by sign naming tools and materials used for print making(K) b). Create patterns in colour using finger prints(S) c). Appreciate using finger prints to create patterns(A)	<ul style="list-style-type: none"> • Learner to sign name tools and materials used in finger printing (paint, pad, brushes , water etc) • Learners to create multi-colour prints through finger printing, • Display, observe and sign own and other’s work 	<ol style="list-style-type: none"> 1. What materials are used for printing at this level? 2. How do we make prints using fingers?
	Core Competence to be developed:			
	<ul style="list-style-type: none"> • The learner will develop communication and collaboration through interactions by signing during group work. • The learner will acquire problem solving skills, imagination and creativity when experimenting with their fingers to print patterns • The learner will acquire Self efficacy when giving feedback on their own hand print pattern during the display session. 			
	Link to PCI’s and Values:		Link to Values:	
<ul style="list-style-type: none"> • learner to develop self-esteem and awareness through display of their work and allowing them to express their ideas through signing • learner to appreciate the value of taking care of their hands which can be used for printing patterns 				
Links to other subjects: The language subject areas (English, KSL and Indigenous) can emphasise on ‘hand’ the grammar.		Suggested community service learning/non-formal activity to support learning through application: Learners can make simple cards from the hand prints for specified needs in their society that enhance values like gratefulness, apology etc(thank you cards, Am Sorry cards etc).		

	Suggested Non formal Activity to support learning:	Suggested assessment: <ul style="list-style-type: none"> • Observation • Signed Oral Questions
	Suggested Resources: Paint, pad, brushes, pallet colour water fingers	

Drawing: Hand printed patterns

Exceeding Expectation	Meeting expectations	Approaching expectations	Below expectations
<ul style="list-style-type: none"> • Learner is able to identify tools and materials used in hand printed patterns • Learner is able to create patterns in colour using finger prints • Learner is able to use ICT in making beautiful prints 	<ul style="list-style-type: none"> • Learner is able to identify and sing name tools and materials used in hand printed patterns • Learner is able to create patterns in colour using finger prints 	<ul style="list-style-type: none"> • Learner is able to identify some tools and materials used in how printed pattern • Learner has difficulty in creating patterns in colour using finger print 	<ul style="list-style-type: none"> • Learner is unable to identify tools and materials used in hand printed patterns • Learner is unable to create patterns in colour using finger prints

STRAND	SUB-STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	KEY INQUIRY QUESTIONS
2.0 PATTERN MAKING	2.2 Leaf Printed patterns (4 lessons)	By the end of the sub strand the learner should be able to: a). Identify by signing different types of leaves and their characteristics (K) b). Collect a variety of appropriate leaves to make prints for patterns in colour (S) c). Experiment with shape and texture in leaves to create patterns in colour (S) d). Appreciate leaves and enjoy leaf printing coloured patterns (A)	<ul style="list-style-type: none"> • learners could take environmental walks to identify leaves that could be used to make coloured prints • learners shapes and textures on leaves • learner to experiment and print patterns with leaves with varied shapes and textures to express themselves. • Learners to display their work followed by sign naming to appreciate own and each other's patterns 	<ol style="list-style-type: none"> 1. What is a print? 2. What type of leaves can be used for making prints? 3. How does one identify leaves to be used for printing at this level?
<p>Core Competence to be developed:</p> <ul style="list-style-type: none"> • The learner will develop communication and collaboration through signing during group work. • The learner will acquire problem solving skills, imagination and creativity when experimenting with local materials to make leaf prints. • The learner will acquire Self efficacy when giving feedback on their own leaf prints during the display session through signing 				
<p>Link to PCI's and Values:</p> <ul style="list-style-type: none"> • learners to develop self-esteem and awareness through display of their work and allowing them to express their ideas through signing • learners to appreciate the value of print pattern by using leaves from the environment when creating print patterns 				
<p>Links to other subjects:</p>			<p>Suggested community service learning/non-formal</p>	

	Leaf printing activity will be emphasizing on the concept of leaves as taught in parts of a plant in environmental activities.	activity to support learning through application: <ul style="list-style-type: none"> Learners can undertake organized environmental clean ups and watering of flowers and shrubs in their school compounds . This will teach learners on the need to conserve the environment from where they source leaves for artistic activities.
	Suggested Non formal Activity to support learning:	Suggested assessment: <ul style="list-style-type: none"> Observation Signed Oral Questions Portfolio
	Suggested Resources: leaves, water, shapes, colour	

Assessment Rubric:

Exceeding Expectation	Meeting expectations	Approaching expectations	Below expectations
<ul style="list-style-type: none"> Learner is able to identify different types Learner is able to collect a variety of leaves to be used in printing patterns in colour Learner is able to experiment with shapes and texture in leaves to create patterns in colour Learner is able to create own patterns using a variety of colours 	<ul style="list-style-type: none"> Learner is able to sign and identify different types of leaves and their characters Learner is able to collect a variety of leaves to be used in printing of patterns in colour Learner is able to experiment with shapes and texture in leaves to create pattern in colour 	<ul style="list-style-type: none"> Learner is able to sign some types of leaves as their characters Learner is able to collect leaves but in has difficulty in identity the appropriate leaves for printing Learner has difficulty in printing using shapes and texture in leaves to create patterns in colour 	<ul style="list-style-type: none"> Learner has difficulty in signing types of leaves and their characteristics Learner had difficulty in identifying through signing the appropriate leaves to be used in printing

GRADE 3

STRAND	SUB-STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	KEY INQUIRY QUESTIONS
2.0 PATTERN MAKING	2.3 Block printed patterns (3 lessons)	By the end of the sub strand the learner should be able to: a). Identify by sign name materials that can be used for making blocks for printing (K) b). Experiment with local materials to make block prints in two colours (S) c). Appreciate and have fun doing the block printing activity (A)	<ul style="list-style-type: none"> • learners could identify by signing materials that can be used for making blocks for printing e.g wood, dry clay, strings, seed pods, styro foam etc. • learners to prepare string blocks and use them to print patterns in colour to express themselves. • Learner to experiment with textured materials (Styrofoam, wood, clay) to print. • learner to cut out motifs on inedible seed pods and print patterns with them. • Learners to display their work followed by sign naming to appreciate own and each other's patterns. 	<ol style="list-style-type: none"> 1. What materials can be used to make printing blocks? 2. What is block printing? 3. How can you make block printing using numbers? 4. How can you make a block printing using letter?
<p>Core Competence to be developed:</p> <ul style="list-style-type: none"> • The learner will develop communication and collaboration through interactions during group work. • The learner will acquire problem solving skills when experimenting with local materials to make patterns? • The learner will acquire Self efficacy when giving feedback on their own patterns during the display session through signing • Learners will acquire imagination and creativity as they experiment with varied materials to create blocks for printing 				
<p>Link to PCI's and Values: learners to develop self-esteem and awareness through display of their work and allowing them to express their ideas through</p>			<p>Link to Values:</p>	

	signing	
	Links to other subjects: Environmental Activities can emphasise on the need to recycle materials such as plastics, wood, glass, soap, fruit pods etc which can be used for making printing blocks.	Suggested community service learning/non-formal activity to support learning through application: Learner can undertake organized environmental clean up and watering of flowers and plants in their school compound
	Suggested Non formal Activity to support learning:	Suggested assessment: <ul style="list-style-type: none"> • Observation • Signed Oral Questions
	Suggested Resources: wood, glass, soap pod, seed, dry clay	

Assessment Rubrics

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
<ul style="list-style-type: none"> • Learner is able to identify different types of materials used for block printing • Learner is able to collect a variety of materials to be used in printing patterns in colour • Learner is able to experiment with shapes to create patterns in colour • Learner is able to create own patterns using a variety of colours. 	<ul style="list-style-type: none"> • Learner is able to identify different types of materials used for block printing • Learner is able to collect a variety of materials to be used in printing patterns in colour • Learner is able to experiment with shapes to create patterns in colour 	<ul style="list-style-type: none"> • Learner is able to identify some types of materials used for block printing • Learner is able to collect a some varieties of materials to be used in printing patterns in colour • Learner is unable to experiment with shapes to create patterns in colour 	<ul style="list-style-type: none"> • Learner has difficulty to identify different types of materials used for block printing • Learner has difficulty to collect a variety of materials to be used in printing patterns in colour • Learner has difficulty to experiment with shapes to create patterns in colour

STRAND	SUB-STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	KEY INQUIRY QUESTIONS
2.0 PATTERN MAKING	2.4 Found objects printing technique Suggested time	By the end of the sub strand the learner should be able to: a). Identify in sign and naming found objects that can be used in pattern making eg pieces of wood, bottles, buttons, bottle tops etc (K) b). Experiment with found objects to create patterns (A) c). Enjoy creating pattern by printing with found objects (A)	<ul style="list-style-type: none"> • learners could be taken for environmental tour to identify by signing collected found materials that could be used for printing. • learner to experiment with found materials to print. • Learners to display their work followed by sign naming to appreciate own and each other's prints 	<ol style="list-style-type: none"> 1. What materials can be used in making found objects? 2. How can you make patterns using found objects? 3. Where do we get objects to use for printing? 4. Which object can be used for printing?
<p>Core Competence to be developed:</p> <ul style="list-style-type: none"> • The learner will develop communication and collaboration through signing during group work. • The learner will acquire problem solving skills when experimenting with local materials to print patterns. • The learner will acquire imagination and creativity as they express themselves through printing using found materials through signing • The learner will acquire Self efficacy when giving feedback on their own pattern during the display session. 				
<p>Link to PCI's and Values:</p> <ul style="list-style-type: none"> • learners to develop self-esteem and awareness through display of their work and allowing them to express their ideas through signing • learners to appreciate the value of recycling and reuse of household which can be used for found object printing 			<p>Link to Values:</p>	
<p>Links to other subjects: Environmental Activities can emphasise on the need to recycle and reuse materials such as plastics, wood bottles, buttons, glass etc which can be used for junk printing.</p>			<p>Suggested community service learning/non-formal activity to support learning through application: Learners can undertake a project whereby they can be assisted by family and community to collect</p>	

		and recycle or reuse materials that can be used for found object printing
	Suggested Non formal Activity to support learning:	Suggested assessment: <ul style="list-style-type: none"> • Observation • Signed Oral Questions
	Suggested Resources: Collected found material bottle tops, bottom glass wood plasticine	

Assessment Rubric:

Exceeding Expectation	Meeting expectations	Approaching expectations	Below expectations
<ul style="list-style-type: none"> • Learner is able to identify by signing found objects that can be used in painting • Learner is able to experiment with found objects to create patterns • Learner is able to use found objects to create patterns in variety of colours 	<ul style="list-style-type: none"> • Learner is able to identify some found objects that can be used for printing by signing naming • Learners has difficulty in using some found objects to create patterns 	<ul style="list-style-type: none"> • Learner is able to identify some found object that can be used for printing by signing naming • Learner has difficulty in using some found objects to create patterns 	<ul style="list-style-type: none"> • Learner is able to identify a few found objects that can be used for printing by signing naming • Learner is unable to use the objects to create patterns

GRADE 3 –TERM 2

STRAND	SUB - STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	KEY INQUIRY QUESTIONS
Mounting techniques	Montage	By the end of the sub strand the learner should be able to: <ol style="list-style-type: none"> Identify by signing different types of materials that can be used in creating simple pictorial compositions using cut-out pictures(K) create simple pictorial compositions using cut -out Appreciate the use of cut out pictures in making pictorial compositions(A) 	<ul style="list-style-type: none"> learners could sign name the materials that can be used in creating pictorial compositions using cut out pictures in montage learner to cut out pictures from magazines ,newspapers, journals etc and paste the cut-outs on papers learner to appreciate pictorial compositions after being created using cut-out pictures learners to display, observe and sign about own and others work 	<ol style="list-style-type: none"> How do we create pictorial compositions? How do learners react and appreciate media used in creating pictorial compositions? What materials are used for making pictorial composition?

<p>Core Competences to be developed: Learner will acquire communication and collaboration when they are having a class discussion through signing, learner will acquire imagination and creativity skills while choosing the cut-outs to cut out and use</p>	
<p>Link to PCIs: learner to develop self-esteem and awareness through display of their work and allowing them to express their ideas through signing</p>	<p>Link to Values:</p>
<p>Links to other subjects: * depending on the pictures they choose ie of leaders - environmental activities</p>	<p>Suggested Community Service Learning activities: Learners work may be displayed in places of worship. Resources: pictures, adhesive paper, cardboard</p>
<p>Suggested Non formal Activity to support learning:</p>	<p>Suggested assessment:</p>

Assessment Rubrics

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
<ul style="list-style-type: none"> • Learner is able to identify by signing naming materials used to creating simple pictorial composition using cut out pictures • Learners is able to create simple pictorial composition using cut out pictures • Learner is able to create pictorial composition with themes 	<ul style="list-style-type: none"> • Learner is able to identify by sign naming materials that can be used in creating simple pictorial composition using cut out pictures • Leaner is able to create simple pictorial composition using cut out pictures 	<ul style="list-style-type: none"> • Learner is able to identify by sign naming some materials used in tricking simple pictorial compositions • Learner has difficulties creating a simple pictorial composition 	<ul style="list-style-type: none"> • Learner can identify only a few materials used in creating a montage • Leaner is unable create a pictorial composition

STRAND	SUB-STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	KEY INQUIRY QUESTIONS
4.0 Decorating forms	4.1 Decorating 3D forms by sticking shells, beads buttons in edible seeds (3 lessons)	By the end of the sub strand the learner should be able to: a). Identify by signing tools that can be used to decorate 3D forms b). Decorate 3D forms like guards, plastic bottles, plastic cups etc c). Have fun and enjoy decorating the 3D forms	<ul style="list-style-type: none"> • learner could be taken for environmental walks to collect materials for decorating 3D forms beads, shells, buttons inedible seeds papers etc • learner to sign name collected materials as they share out • Learner to decorate the 3D forms using beads, shells, buttons, inedible seeds • Learner to have fun while decorating the 3D forms • learner to display, observe and sign about their own and others work. 	<ol style="list-style-type: none"> 1. How do we decorate 3D forms' 2. What materials can be used to decorate 3D forms 3. Which things are easy to decor. (smooth or rough)?
<p>Core Competences to be developed:</p> <ul style="list-style-type: none"> • learner will acquire communication and collaboration skills while on environmental walks and class group discussion through sign on tools and materials collected for decorating 3D forms • learner will be imaginative and creative while decorating the 3D forms using the materials collected 				
<p>Link to PCIs: -learner develop self esteem and awarenesss through display of their work and allowing them to express their ideas through signing emphasis on sharing as a value through signing</p>			<p>Link to Values:</p>	
<p>Links to other subjects: -environmental activities :when they collect degradable and / or non degradable materials from the environment , they can sort them out the appropriate ones for wall decorations.</p>			<p>Suggested Community Service Learning activities: learners to decorate walls in different places in the community eg childrens homes, places of worship, hospitals. Resources: Shells, beads, buttons, inedible seeds</p>	

Suggested Non formal Activity to support learning:	Suggested assessment: <ul style="list-style-type: none"> • Observation • Signed Oral Questions • Portfolio
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Assessment Rubrics

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
<ul style="list-style-type: none"> • Learner is able to identify decorated 3D from the environment • Learner is able to decorate 3D forms by sticking shells, beads buttons in edible seeds. • Learner is able to design a 3D form decoration that can be used like guards, plastic cups e.t.c 	<ul style="list-style-type: none"> • Learner is able to identify 3D forms from the environment. • Learner is able to stick shells, beads, buttons edible seeds in 3D forms 	<ul style="list-style-type: none"> • Learner is able to identify some decorated 3D forms from the environment • Learner has difficulty in decorating in 3D forms 	<ul style="list-style-type: none"> • Learner is unable to identify decoration 3D forms from the environment • Learner is able unable to decorate in the 3D forms using shells, beads, buttons, in edible seeds.

STRAND	SUB- STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	KEY INQUIRY QUESTIONS
4.0 Decorating forms	4.2 Decorating floors	By the end of the sub strand the learner should be able to: a). Identify by sign name tools and materials that can be used to decorate floors(A) b). Decorate floors by drawing, painting and mounting shells c). collect paper, beads , paper shells etc d). learners could be taken to the class learning centers to collect materials for decorating walls eg grass, leaves, beads, papers etc(S) e). Have fun decorating the floors(A)	<ul style="list-style-type: none"> • Learner sign name materials collected as they share out some of the materials • Learners to decorate floors using leaves ,beads, paper etc • Learner to have fun while decorating the floors • learners to display, observe and sign about their own and others work. 	<ol style="list-style-type: none"> 1. How do we decorate floors? 2. floors? 3. What materials are used to decorate floor? 4. How does a decorated floor look like?

<p>Core Competences to be developed:</p> <p>-learner will acquire communication and collaboration skills while exploring the class learning centres and class group discussion on tools and materials collected for decorating floors through signing</p> <p>-learner will be imaginative and creative while decorating the floors using the materials collected</p>	
<p>Link to PCIs:</p> <p>- learner develop self esteem and awarenesss through display of their work and allowing them to express their ideas through signing</p> <p>-emphasis on sharing as a value through signing</p>	<p>Link to Values:</p>
<p>Links to other subjects:</p>	<p>Suggested Community Service Learning activities:</p>

<p>-environmental activities : when they collect degradable and / or non degradable materials from the environment for use. They can sort them in order to use the ones that can be used in floor decorations.</p>	<p>-learners to decorate their own community eg their classroom,childrens homes, places of worship, hospitals</p>
<p>Suggested Non formal Activity to support learning:</p>	<p>Suggested assessment:</p> <ul style="list-style-type: none"> • Observation • Signed Oral Questions
<p>RESOURCES; charcoal, stick, stencil, rulers, electronic media, chalk</p>	

Assessment Rubrics

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
<ul style="list-style-type: none"> • Learner is able to identify decorated floors from the environment • Learner is able to draw on floors using charcoal, chalk sticks etc • Learner is able to design a floor decoration that can be used in tile making industry 	<ul style="list-style-type: none"> • Learner is able to identify decorated floors from the environment • Learner is able to draw on floors using charcoal, chalk sticks etc 	<ul style="list-style-type: none"> • Learner is able to identify some decorate floors from the environment • Learner has difficulty in drawing on floor using charcoal and chalk boards 	<ul style="list-style-type: none"> • Learner is unable to identify decorated floors from the environment • Learner is unable to draw on the floor using charcoal

STRAND	SUB- STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	KEY INQUIRY QUESTIONS
4.0 Decorating forms	4.3 Decorating other surfaces	<p>By the end of the sub strand the learner should be able to:</p> <p>a). Identify by sign name tools and materials that can be used to decorate other surfaces(A)</p> <p>b). Decorate other surfaces like guards, plastic bottles, plastic cups ,etc by sticking on the surfaces.(S)</p> <p>c). Have fun decorating other surfaces(A)</p>	<ul style="list-style-type: none"> • learners could be taken for environmental walks to collect tools and materials eg grass, sticks, leaves beads for decorating other surfaces like guards, plastic bottles, plastic cups etc and adhesives • learner sign name the materials collected as they sharing them out • learner to decorate the surfaces using sticks, grass, leaves,beads,paper etc • learner to have fun while decorating the other surfaces 	<ol style="list-style-type: none"> 1. What materials are used to decorate surfaces? 2. How do decorate other surfaces 3. How does a decorated surface look like?

Core Competences to be developed:

- learner will acquire communication and collaboration skills while on environmental walks and class group discussion on materials collected for decorating other surfaces through signing
- learner will be imaginative and creative while decorating other surfaces using the materials collected

Link to PCIs:

Link to Values:

<ul style="list-style-type: none"> - learner develops self esteem and awareness through display of their work and allowing them to express their ideas - emphasis on sharing as a value through signing 	
<p>Links to other subjects:</p> <ul style="list-style-type: none"> • learner to explore environmental activities when they collect degradable and / or non degradable materials from the environment for use. • They can sort them in order to use the ones that can be used in floor decorations. 	<p>Suggested Community Service Learning activities:</p> <ul style="list-style-type: none"> • learners to decorate other surfaces in the community eg guards, plastic cups, plastic bootles etc
<p>Suggested Non formal Activity to support learning:</p>	<p>Suggested assessment:</p> <ul style="list-style-type: none"> • Observation • Signed Oral Questions
<p>Suggested Resources</p>	

Assessment Rubrics

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
<ul style="list-style-type: none"> • Learner is able to identify signing materials used in decorating other surfaces e.g. guards and chairs • Learner is able to decorate other surfaces using charcoal stick, chalk etc • Learner is able to use colours to paint decorations on other surfaces 	<ul style="list-style-type: none"> • Learner is able to identify by signing materials used to decorate other surfaces e.g. guards, chairs etc • Learner is able to decorate on other surfaces using charcoal sticks, chalk etc 	<ul style="list-style-type: none"> • Learner is able to identify by signing some materials used to decorate • Learner has difficulty in decorating surfaces using charcoal stick and chalk 	<ul style="list-style-type: none"> • Learner is able to name only a few materials used in decorating other surfaces • Learner is unable to decorate surfaces using charcoal stock and chalk

STRAND	SUB-STRAND	GENERAL LEARNING OUTCOME	SUGGESTED LEARNING EXPERIENCES	KEY INQUIRY QUESTIONS
6.0 FABRIC DECORATION	6.1 Applique (3 lesson)	By the end of the sub strand the learner should be able to a). Sign Name and identify found objects to be used for sticking on fabric (K) b). Use found materials in the environment for sticking on fabric (S) c). Have fun and enjoyment as they stick found materials on fabric (A)	<ul style="list-style-type: none"> • learners could be taken for environmental walks to identify by sign name objects used for sticking on fabric • learning sign name found materials which can be used for sticking on fabric • learner to use found materials to stick on fabric • learner to have fun and enjoyment as they stick found materials on fabric • Display, observe and sign about own and others finished work 	<ol style="list-style-type: none"> 1. What do you see on fabric? 2. What makes our clothes beautiful?
Core Competence to be developed: Learners imagine and create patterns using found materials and stick them on fabric				
Link to PCI's and Values: Environmental Education <ul style="list-style-type: none"> • Learners appreciate their environment as a source of materials for applique 			Link to Values:	
Links to other subjects: Decorating dance costumes for use during music performances			Suggested community service learning/non-formal activity to support learning through application <ul style="list-style-type: none"> • learners to be aware of their safety as they source for found materials in the environment 	
Suggested Non formal Activity to support learning:			Suggested assessment: <ul style="list-style-type: none"> • Observation • Signed Oral Questions 	
Suggested Resources				

Fabric, adhesive, assorted materials (buttons, coloured paper, shells etc)

Assessment Rubric:

Exceeding Expectation	Meeting expectations	Approaching expectations	Below expectations
<ul style="list-style-type: none">• Learner is able to sign name objects is be used for sticking on a fabric• Learner is able to use locally available objects to stick on a fabric	<ul style="list-style-type: none">• Learner is able to sign name objects to be used for sticking• Learner is able to use locally available objects to stick on a fabric	<ul style="list-style-type: none">• Learner is able to sign some objects used for sticking on a fabric• Learner has difficulties in using locally available materials to stick on a fabric•	<ul style="list-style-type: none">• Learner is unable to identify by signing objects used for sticking on a fabric• Learner is unable to use locally available materials to stick on a fabric

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
7.0 Modelling	7.1 Incising (3 lesson)	By the end of the sub strand the learner should be able to: a). Sign name materials and tools for modeling simple pottery (k) b). Model simple pots and finish with incising as a decoration (s) c). Have fun and enjoyment as they model simple pots and finish with incising	<ul style="list-style-type: none"> • Learner to sign name materials and tools for modeling simple pottery • Learner to model simple pottery forms and finish decoration through incising • learners could have fun and enjoyment as they model and finish by incising as a decorative technique • Learners to display, observe and sign about own and others work 	<ol style="list-style-type: none"> 1. How do we decorate pots? 2. What material are used to make pots?
	Core-competence to be development: <ul style="list-style-type: none"> • Imagination and creativity: As they model and decorate pots 			
	Links to PCI's and values: <ul style="list-style-type: none"> • Teacher to guide learners to avoid collecting pottery materials in contaminated areas such as areas where there are septic drainage pipe outlets 		Link to Values:	
	Links to other subject(s): Environmental activities		Suggested community Service Learning/Non-formal activity to support learning through application: learners to clean areas where they are sourcing for clay e.g. river bank	
	Suggested Non formal Activity to support learning:		Suggested assessment: <ul style="list-style-type: none"> • Observation • Signed Oral Questions 	

	Suggested Resources: <ul style="list-style-type: none"> Clay, water, sticks plasticine

Assessment Rubric:

Exceeding Expectation	Meeting expectations	Approaching expectations	Below expectations
<ul style="list-style-type: none"> Learner is able to identify by signing materials and tools used for modeling simple pottery Learner is able to model simple pots and finish with incising as a decoration Learner is able to model a functional pot and decorate by incising 	<ul style="list-style-type: none"> Learner is able to sign name materials as tools used for modeling simple pottery Learner is able to model simple pots and finish with incising as a decoration 	<ul style="list-style-type: none"> Learner is able to sign name some tools and materials used in modeling simple Learner is able to model a simple pot but not able to decorate by incising 	<ul style="list-style-type: none"> Learner is unable to sign name tools and materials used in simple pottery Learner is unable to model a simple pot and decorate by incising

MOVEMENT AND CREATIVE ACTIVITIES (ART) GRADE 3

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
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7.0 Modelling	7.2 Texture	By the end of the sub strand the learner should be able to: a). Sign name tools and materials for decorating pottery (k) b). Model simple pottery forms and finish with decoration of textures (s) c). Have fun and enjoy as they model simple pottery forms and finish by decorating with textures (a)	<ul style="list-style-type: none"> • Learner to sign name materials and tools for texturing simple pottery forms • Learner to model simple pottery forms and finish with decoration of textures • Learner to have fun and enjoy as they model simple pottery forms and finish with decorative textures • Learners to display, observe and sign about own and others work 	<ol style="list-style-type: none"> 1. How do we decorate pots? 2. How does a decorated pot look like?
		Core-competence to be development: <ul style="list-style-type: none"> • Communication and collaboration: Work together to collect clay soil and prepare it for modelling 		
		Links to PCI's and values: <ul style="list-style-type: none"> • Safety and security: Learners to be aware of their own safety as they collect and work with clay 	Links to Values:	
		Links to other subject(s): Environment – Characteristics of soil	Suggested community Service Learning/Non-formal activity to support learning through application: learners to clean areas where they are sourcing for clay e.g. river banks	
		Suggested Non formal Activity to support learning:	Suggested assessment: <ul style="list-style-type: none"> • Observation • Signed Oral Questions 	
		Suggested Resources: <ul style="list-style-type: none"> • Clay, water, sticks, plastic 		

Assessment Rubrics

Exceeding Expectation	Meeting expectations	Approaching expectations	Below expectations
<ul style="list-style-type: none"> • Learner is able to identify by sing naming materials for decorating pottery • Learner is able to model simple pottery forms and finish decorate of textures • Learner is able to make a complex functional pot e.g. flower vessel and finish by decorating textures 	<ul style="list-style-type: none"> • Learner is able to sign name and identify materials for decorating pottery • Learner is able to model simple pottery forms and finish decoration of textures 	<ul style="list-style-type: none"> • Learner is able to sign name some materials used for decorating pottery • Learner has difficulty in modelling a simple pottery form and finishing of texture decoration • 	<ul style="list-style-type: none"> • Leaner is able to sing a few materials used in decorating pottery • Learner is able to make a simple pottery form

MOVEMENT AND CREATIVE ACTIVITIES (ART) GRADE 3

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
7.0 Modelling	7.2 Embossing	By the end of the sub strand the learner should be able to: a). Sign name tools and materials for embossing (k) b). Model simple pottery forms and finish with decoration of embossing (s) c). Have fun and enjoyment as they model simple pottery and finish with decoration of embossing (a)	<ul style="list-style-type: none"> • Learner to sign name materials and tools in embossing technique • Learner to model simple pottery and finish with decoration of embossing • Learner to have fun and enjoyment as they model simple pottery forms and finish with embossing technique • Learners to display, observe and sign about own and their work 	<ol style="list-style-type: none"> 1. What are pottery forms? 2. What materials do we use for embedding?
<p>Core-competence to be development:</p> <ul style="list-style-type: none"> • Communication and collaboration; Work together to collect clay soil and prepare it for modelling 				
<p>Links to PCI's and values:</p> <ul style="list-style-type: none"> • Safety and security – Learners to be aware of their own safety as they collect and work with clay 			<p>Links to Values:</p>	
<p>Links to other subject(s): Environment – Characteristics of soil</p>			<p>Suggested community Service Learning/Non-formal activity to support learning through application: learners to clean areas where they are searching for clay e.g. river banks</p>	
<p>Suggested Non formal Activity to support learning:</p>			<p>Suggested assessment:</p> <ul style="list-style-type: none"> • Observation • Signed Oral Questions 	
<p>Suggested Resources:</p>				

	<ul style="list-style-type: none"> • Clay, water, sticks, plastic
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Assessment Rubric:

Exceeding Expectation	Meeting expectations	Approaching expectations	Below expectations
<ul style="list-style-type: none"> • Learner is able to identify by sign naming tools and materials used for embossing • Learner is able to model a simple pottery form and finish with decoration by embossing 	<ul style="list-style-type: none"> • Learner is able to sign name and identify tools and materials used for embossing • Learner is able to model simple pottery forms and finish with decoration by embossing 	<ul style="list-style-type: none"> • Learner is able to sign some materials and tools used for embossing • Learner has difficulties in modeling simple pottery forms and finishing with embossing as way of decorating 	<ul style="list-style-type: none"> • Learner is able to sign name a few materials and tools used in embossing technique • Learner is able to model simple pottery forms and finish by embossing

MOVEMENT AND CREATIVE ACTIVITIES (ART) GRADE 3

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
7.0 Modeling	7.3 Embedding (4 lessons)	<ul style="list-style-type: none"> • Sign name tools and materials for embedding as a decorating technique in pottery (k) • Model simple pottery forms and finish with decoration of embedding (s) • Have fun and enjoyment as they model simple pottery and finish with decoration of embedding (a) 	<ul style="list-style-type: none"> • Class discussion on materials and tools for decorating pottery • Individually model simple pottery and finish with decoration of embedding • Individually have fun and enjoyment as they model simple pottery forms and finish with decoration of embedding • Learners to display and talk about own and others work 	<ul style="list-style-type: none"> • How do we decorate pots? • How do learners react to and appreciate clay? • What are pottery forms
Core-competence to be development: <ul style="list-style-type: none"> • Communication and collaboration – Work together to collect clay soil and prepare it for modelling 				
Links to PCI's and values: <ul style="list-style-type: none"> • Safety and security – Learners to be guided by the teacher to be aware of their own safety as they collect and work with clay 			Link to values:	
Links to other subject(s): Environment – Characteristic of soil			Suggested community Service Learning/Non-formal activity to support learning through application: Teacher to guide learners to clean areas where they are searching for clay e.g. river banks	
Suggested Non formal Activity to support learning:			Suggested assessment: <ul style="list-style-type: none"> • Observation • Signed Oral Questions 	
Suggested Resources:				

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Assessment Rubric

Exceeding Expectation	Meeting expectations	Approaching expectations	Below expectations
<ul style="list-style-type: none"> • Learner is able to identify by signing names of materials and tools used in embedding as a way of decorating in pottery • Learner is able to model a simple pottery form and finish by decorating through embedding technique • Learner is able to model a complex functional pot and finish it by embedding 	<ul style="list-style-type: none"> • Learner is able to sign mane and identify materials and tools for embedding as a way of decorating in pottery • Learner is able to model simple pottery forms and finish with decoration of embedding 	<ul style="list-style-type: none"> • Leaner is able to identify some materials and tools used for embedding as a way of decorating pottery • Learner is a able to model simple pottery but unable to finish by embedding • 	<ul style="list-style-type: none"> • Learner is unable to identify materials and tools used in embedding as a way of decoration • Learner is unable to model a simple pot

STRAND	SUB-STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	KEY INQUIRY QUESTIONS

8.0 Sculpture	8.1 Shakers	<p>By the end of the sub strand the learner should be able to:</p> <p>a). Sign name shakers in the environment</p> <p>b). Sign name tools and materials for constructing and assembling shakers (k)</p> <p>c). Construct and assemble shakers (s)</p> <p>d). Have fun and enjoy as they use the shakers (a)</p>	<ul style="list-style-type: none"> • Learners to sign name shakers • Learner to sign name tools and materials for construction and assembling shakers • Construct and assemble shakers • Learner to have fun and enjoy as they play shakers • Learners to display, observe and sign about own and others shakers 	<ol style="list-style-type: none"> 1. What is a shaker? 2. What instrument do you use to accompany songs? 3. What materials do we use to make shakers?
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<p>Core Competences to be developed: Learners use their imagination and creativity to construct and assemble shakers using locally available materials</p>	
<p>Link to PCIs: Environmental education – learners appreciate their environment as a source of materials for constructing and assembling shakers</p>	<p>Link to Values:</p>
<p>Links to other subjects: Music – making musical instruments</p>	<p>Suggested Community Service Learning activities: Learner to be aware of safety as they construct and assemble shakers</p>
<p>Suggested Non formal Activity to support learning:</p>	<p>Suggested assessment:</p> <ul style="list-style-type: none"> • Observation • Signed Oral Questions
<p>Resources: Bottle tops, wire, wood stick, hammer, nails, seeds, tins (shoe polish)</p>	

Assessment Rubrics

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
<ul style="list-style-type: none"> • Learner is able to sign name and identify shakers in the environment • Learner is able to identify by signing materials and tools used to make shakers • Learner is able construct and assemble shakers • Learner is able to make a functional shakers to be used in religious centre near the school 	<ul style="list-style-type: none"> • Learner is able to sign name and identify shakers in environment • Learner is able to identify by sign naming tools and materials used in constructs shakers • Learner is able to construct and assemble shakers 	<ul style="list-style-type: none"> • Learner is able to sign name a shaker • Learner is able to sing name some tools and materials used to construct and assemble shakers • Learner has difficulties in constructing and assembling shakers • 	<ul style="list-style-type: none"> • Learner is not able to sign name shakers • Learner is not able to sign materials and tools used to construct and assemble a shaker • Learner is not able to construct and assemble shakers

GRADE 3

STRAND	SUB-STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	KEY INQUIRY QUESTIONS
8.0 Sculpture	8.2 Propellers	By the end of the sub	<ul style="list-style-type: none"> • learners could be taken for environmental 	1. What is a propeller?

	(3 lessons)	strand the learner should be able to: a). Sign name propellers in the environment (k) b). Construct and assemble propellers c). Have fun and enjoy as they play with propellers	walks to identify propellers by signing • learner to sign name on tools and materials for construction and assembling propellers • learner to construct and assemble propellers • learner to have fun and enjoy as they play with propellers • Learners to display, observe and sign about own and other propellers	2. What materials are used to construct a propeller? 3. How do we assemble a propeller?
Core Competences to be developed: Learners use their imagination and creativity to construct and assemble propellers using locally available materials				
Link to PCIs: Environmental education – learners appreciate their environment as a source of materials for constructing and assembling propellers			Link to Values:	
Links to other subjects: Propellers could be used for physical education to enhance movement (fun game activities)			Suggested Community Service Learning activities: learner to be aware of safety as they construct and assemble propellers Resources: Rubber band, paper adhesive long stick, maize stack	
Suggested Non formal Activity to support learning:			Suggested assessment: • Observation • Signed Oral Questions	
Suggested Resources:				

Assessment Rubrics

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
• Learner is able to identify and sign name a propeller in	• Learner is able to sign name objects to be used for	• Learner is able to sign some objects used for sticking on	• Learner is unable to identify by signing objects

<p>the environment</p> <ul style="list-style-type: none"> • Learner is able to construct and assemble a simple propeller • Learner is able to construct an old construct and a complex multi-coloured propeller 	<p>sticking</p> <ul style="list-style-type: none"> • Learner is able to use locally available objects to stick on a fabric 	<p>a fabric</p> <ul style="list-style-type: none"> • Learner has difficulties in using locally available materials to stick on a fabric • 	<p>used for sticking on a fabric</p> <ul style="list-style-type: none"> • Learner is unable to use locally available materials to stick on a fabric
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STRAND	SUB- STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	KEY INQUIRY QUESTIONS
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<p>9.0 Weaving</p>	<p>9.1 Weaving on a dowel loom</p>	<p>By the end of the sub strand the learner should be able to:</p> <p>a). Sign name dowel looms form in the environment, print and electronic media</p> <p>b). Sign name and materials used in weaving using dowel loom electronic and print media(K)</p> <p>c). create a weave using a dowel loom(S)</p> <p>d). enjoy and have fun while weaving using a dowel loom(A)</p>	<ul style="list-style-type: none"> • learners sign name dowel loom • learners could experiment with pattern, colour and texture as a stimulus for further creativity as they collect materials for weaving eg sisal, cotton straws, thread, wool, yarn ,fabric strips etc • learner to make small inventive weaves for decorative purposes and effect. • Learner to create small pieces of weaves for decorations eg wall hangings. • handle and sign name variety of weaves in the environment • learners to display, observe and sign about dowel loom techniques in weaving 	<ol style="list-style-type: none"> 1. which materials are used in dowel loom weaving? 2. How do we weave using dowel?
<p>Core Competences to be developed:</p> <p>-learner will acquire communication and collaboration skills while on environmental walks and class group discussion on materials collected for weaving through signing</p> <p>-learner will be imaginative and creative while weaving using the materials collected</p>				
<p>Link to PCIs:</p> <p>-learner develop self-esteem and awareness through display of their work and allowing them to express their ideas through signing</p> <p>-learners develop life skills ie on weaving</p>		<p>Link to Values:</p>		
<p>Links to other subjects:</p> <p>-environmental activities on natural and manufactured objects that had been thrown away ie the materials</p> <p>-language activities on naming the colours used in check weaving</p>		<p>Suggested Community Service Learning activities:</p> <p>learners to use their weaves in decorating the staffroom and other room within the school</p>		

-music activities when the learners weave in rhythm.	
Suggested Non formal Activity to support learning:	Suggested assessment: <ul style="list-style-type: none"> • Observation • Signed Oral Questions
Resources: Thread, cotton straws, yarn wool, loom fabric strips, sisal	

Assessment Rubrics

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
<ul style="list-style-type: none"> • Learner is able to identify a dowel loom in environment, print and electronic media • Learner is able to identify by signing materials used in dowel loom weaving 	<ul style="list-style-type: none"> • Learner is able to identify and sign name dowel looms from the environment, print electronic media • Learner is able to identify and sign name materials used in dowel loom weaving 	<ul style="list-style-type: none"> • Learner has difficulty in identifying a dowel loom from the environment, print electronic media • Learner has difficulty in identifying materials used in dowel loom weaving • 	<ul style="list-style-type: none"> • Learner is unable to sign name and identify a dowel loom from the environment, print as electronic media • Learner had difficulty in identifying materials used in dowel loom weaving